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ABSTRACT

These general guidelines for establishing a practical nursing education program define the roles and responsibilities of the administrative and instructional personnel, State Board of Vocational Education, Tennessee Board of Nursing, local advisory committee, and cooperative hospital. The philosophy, definition, objectives, and rationale for a practical nursing course are presented as well as a history of such programs in Tennessee. Student application procedures and forms are included along with records required by the State. In describing the course, information is provided about scheduling, suggested curricula, equipment and materials needed, teaching aids, lesson plans, and methods of teaching. Additional guidelines refer to counseling, psychiatric affiliation, utilization of research teaching material, and graduation exercises. Approximately one-half of the guide (139 pages) consists of course outlines, each containing time length, teaching methods, bibliography, and instructional units further detailed as content to be taught, resource materials, and management procedures. (NJ)

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GUIDELINES
AND
COURSE OUTLINES

FOR
PRACTICAL NURSING
HEALTH OCCUPATIONS EDUCATION

Authorized and Conducted
by
Tennessee State Board for Vocational Education
Health Occupations Education Service

VT-103-435

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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CE 007 755

B. E. Carmichael, Executive Officer
Nashville, Tennessee

FOREWORD

Since the first practical nursing class started there has been an orientation period for the instructor to the practical nursing program. It is recommended that all new instructors spend at least one week with an experienced instructor of practical nursing in an established program prior to beginning her first class. This involves an orientation to vocational education as well as to the practical nursing educational program. Many of the instructors employed by local boards of education and area vocational-technical schools are beginning their first teaching positions. This places them in a unique position as they are nurses who have been employed in hospitals or have taught in professional schools of nursing. It is imperative that they have a good orientation if they are to function effectively as a vocational teacher.

Instructors, Coordinators, and Health Occupations Education State Staff have contributed to the development of this manual.

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PRACTICAL NURSING

PHILOSOPHY

WE BELIEVE:

- That the practical nurse is an integral part of the nursing team and that there is a need for educating the practical nurse in an organized program.
- That only persons should be selected for practical nursing classes who are mature, who are in good health, and who have sufficient general education to profit by the instruction.
- That the curriculum shall include both theory and supervised clinical experience and that the learning experiences should be planned and related to provide a logical sequence and continuity of learning.
- That the content shall include Nursing Principles and Skills, Vocational Relationships and Social Foundations, Anatomy and Physiology, Obstetrics, Pediatrics, Basic Pharmacology, Administration of Medicines, Medical and Surgical Nursing, Psychiatric Nursing and Mental Health Concepts, Geriatrics, Nutrition and Diet Therapy, and Common Emergencies; and that the content be limited to that which is necessary for carrying out competently the duties of the practical nurse in a beginning position.
- That during the clinical phase the learner shall be placed in an environment using the same equipment and the same procedures as used in the health agency.
- That the community should be involved in the practical nursing program through the local advisory committee.

OBJECTIVES

- To provide an educational background that will enable the learner to render safe and effective bedside nursing to all patients.
- To develop in the student an understanding of the functions of the practical nurse on the nursing team.
- To teach the student the basic nursing and related information necessary for a beginning practitioner of practical nursing.
- To develop in the student an appreciation of health as related to the individual, the family, and the community.
- To develop a beginning skill of understanding behavior in relation to patients, co-workers, family, and friends.
- To develop a beginning understanding of scientific principles which form a background for nursing.
- To develop communication skills in observing and reporting.
- To develop in the student self-expression and a desire to seek and interpret information.

DEFINITION

Practical Nursing is defined by the Nurse Practice Act of 1967 (Tennessee Senate Bill 375) as follows: "The practice of practical nursing means the performance for compensation of selected acts required in the nursing care of the ill, injured, or infirmed and/or carrying out medical orders prescribed by a licensed physician or dentist or a professional registered nurse. The licensed practical nurse shall have preparation in and understanding of nursing, but shall not be required to have the same degree of education and preparation as required of a registered nurse." This law will be effective September 1, 1967.

HISTORY OF PRACTICAL NURSE EDUCATION IN TENNESSEE

The Tennessee State Board for Vocational Education operates jointly with local boards of education and State area vocational-technical schools to offer many types of vocational programs in the various communities.

In the latter part of the 1930's and the early part of the 1940's emerged a new occupation throughout the country. This occupation came into being as the result of a dire need for health workers in the communities and hospitals. These health workers have been called practical nurses and vocational nurses. In 1945 the Tennessee General Assembly made provisions for the licensing of practical nurses by amending the Nurse Practice Act to include the practical nurse.

The Tennessee State Board for Vocational Education was requested to consider setting up programs for the education of practical nurses. Representatives of the State Board contacted the Nashville City Board of Education and discussed the possibility of establishing a pilot program in Nashville. Following this, representatives of twenty-three different organizations (local, state, and national) interested in practical nursing attended an exploratory conference on the subject.

An advisory committee of Nashville representatives was formed to advise the City Board of Education regarding the organization, conduction, and operation of this training program. The pilot program actually started in early April, 1947. There were thirteen (13) students in this first class.

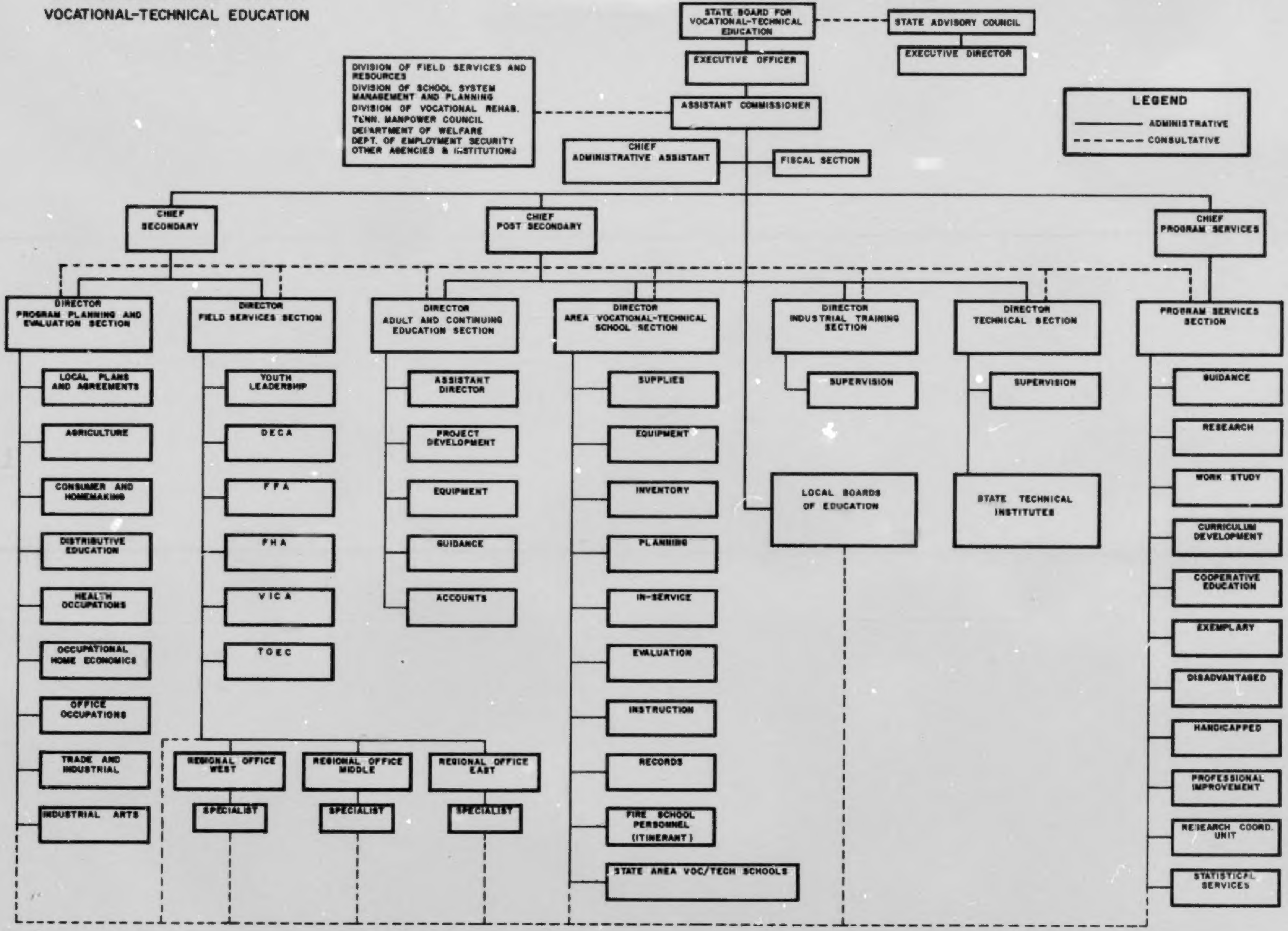
Since the pilot program in Nashville in 1947, schools for educating practical nurses have been operated by local boards of education and State area vocational-technical schools in cooperation with the Tennessee State Board for Vocational Education in Chattanooga, Jackson, Kingsport, Knoxville, Memphis, and Johnson City.

The Tennessee Practical Nursing Program, formerly the Itinerant Practical Nurse Training Program, started in 1950. The purpose of this program is to train local people to meet the need for practical nursing in the smaller communities. The first class was in Crossville. Since that time, classes have been organized in over 50 communities of comparable size. There have been several communities which have needed more than one class.

The 84th Congress of the United States amended the George-Barden Act for Vocational Education through P.L. 911 by adding a Title II. Under these provisions the Tennessee State Board for Vocational Education wrote the Tennessee State Plan for the Extension and Improvement of Practical Nurse Training. This plan was revised in 1960.

The Vocational Education Act of 1963 (Public Law 88-210) provides for Health Occupations and permanent authorization for training practical nurses. Practical Nursing is now a part of Health Occupations Education, State Department of Education, Division of Vocational-Technical Education.

ORGANIZATIONAL CHART
VOCATIONAL-TECHNICAL EDUCATION



9-4-73

SCHOOLS OF PRACTICAL NURSING IN TENNESSEE APPROVED BY TENNESSEE BOARD OF NURSING

VOCATIONAL SCHOOLS

- Chattanooga City Schools
  Department of Vocational Education
  Clara Carpenter Center for Continuing Education
  701 East Fifth Street
  Chattanooga, Tennessee 37403

- Johnson City Vocational School
  Program of Practical Nursing
  Memorial Hospital
  Johnson City, Tennessee 37603

- Kingsport City Schools
  Department of Vocational Education
  Holston Valley Community Hospital
  Kingsport, Tennessee 37660

- Knoxville City Schools
  Department of Vocational Education
  101 Fifth Avenue, N.E.
  Knoxville, Tennessee 37917

- Memphis City Schools
  Department of Vocational Education
  2597 Avery Avenue
  Memphis, Tennessee 38112

- Metropolitan Nashville Schools
  Department of Vocational Education
  207 Hume-Fogg High School
  700 Broadway
  Nashville, Tennessee 37203

- State Board for Vocational Education
  Tennessee Practical Nurse Program
  207 Cordell Hull Building
  Nashville, Tennessee 37219

PRIVATE SCHOOLS

- Riverside Sanatorium School of Practical Nursing
  Young's Lane
  Nashville, Tennessee 37219

- Takoma Hospital School of Practical Nursing
  Greeneville, Tennessee 37743

THE NEED FOR A CLASS OR PROGRAM

A number of factors are considered in investigating and beginning a new class. The most important factor is the need for practical nurses in the community. The ones responsible for the program and those interested in initiating such a program are brought together to discuss and evaluate the need and the organization of a class or program in the particular locale. In a few communities the need has been met and in others there is need for expansion and improvement. A survey is made of the community to determine the need and also to determine if clinical facilities are available.

The request for the conduction of a practical nurse training program should be made either to the local superintendent of schools or the superintendent of the State area vocational schools. This request may come from the hospital or from interested persons in the community. The superintendent should contact the division of vocational education to determine the following:

- The requirements of the Operational Procedures and Minimum Standards for Health Occupations Education.
- Available funds to operate the program.
- Necessary forms for approval of the program and qualifications of the teacher.
- Assistance in determining the needs and setting up of an approved program.

The superintendent, with a representative from the division of vocational education, should meet with the hospital administrator to determine the following:

- Will a practical nurse class or program fulfill the particular needs of nursing service in the community?
- Will it be possible for the governing body to secure and employ a teacher to conduct the class?
- Will there be a sufficient number of applicants?
- Will there be adequate space for the classroom?
- Will the hospital furnish laboratory equipment for teaching purposes in the classroom and patients for clinical teaching and practice?

The cooperating hospital is evaluated by the health occupations education supervisor to determine if it meets the required standards.

RESPONSIBILITY OF GOVERNING BODY

Superintendent

The superintendent of the governing body is responsible for the organization and conduction of the entire practical nurse program. He is responsible for reporting qualifications of teachers, for checking and certifying records, for eligibility requirements of the applicants for acceptance into the practical nursing class.

Instructor

The governing body employs the instructor. She is subject to teacher retirement, sick leave, and vacation. The instructor should be allowed one month for the organization of the program including preparation of the instructional material. She should also have adequate daily planning time. New instructors should have sufficient orientation time to become familiar with the program.

Contract

There shall be a written contract between the governing body, the health agency, the instructor, and the students. Individual contracts may be used but it is permissible for all students to sign one contract. This contract includes:

The plan and outline of the entire program.
Required areas of clinical experience.
Special provisions.

Tennessee Board of Nursing

Practical nursing programs shall be approved by the Tennessee Board of Nursing before classes begin. The school recommends those students who satisfactorily complete the class to the Tennessee Board of Nursing for permission to write the licensure examination.

Local Advisory Committee

A local advisory committee shall be organized by the governing body for the practical nursing class.

Organization and Use of the Committee

One of the first steps in the organization of a new practical nursing class is the selection and appointment of an advisory committee to support the program and to further a cooperative relationship between the community, the board of education, and the faculty of the school. An excellent reference is The Advisory Committee and Vocational Education.[1]

Membership

The membership of the advisory committee should be widely representative of the interests of the area which the program serves; members should have time to attend meetings and should participate actively in promoting the program. The committee should include representatives of medicine, professional nursing (may include nursing education, director of nursing services, public health, private duty), hospital administrator, board of education, practical nursing (a licensed practical nurse), the clergy, Tennessee Employment Security, news media, guidance counselor, and any other interested, organized community groups. The chairman and secretary are elected by the committee. It is recommended that a representative of the school serve as chairman. The members of the advisory committee should be elected by local board of education and on the recommendation of the coordinator of practical nurse training and/or the superintendent of schools from lists of nominees presented by the organizations involved.

Members should be appointed for one year or for a specific purpose, with provision made for continuity by appointing one half of the committee members on alternate years.

Functions

The functions of an advisory committee are numerous. Included are:

- To support state standards for practical nurse education.
- To be informed about the educational needs of the program.
- To facilitate the operation of the program by appointing working subcommittees and defining their functions.
- To interpret the program to the community and to interpret community needs to the board of education.
- To promote the development of personnel policies for students and faculty.
- To share in reviewing credentials and in making recommendations for faculty appointments.

---

[1] The Advisory Committee & Vocational Education, American Vocational Association.

- To assist in development of a good public relations program.

Meetings

One copy of the first advisory committee meeting minutes is sent to the regional supervisor to be sent to the State Office. The minutes usually provide a summary report of the meeting. The minutes should include:

- Name of members attending.
- Date and place of meeting.
- Time the meeting was called to order.
- Summary of reports.
- Summary of discussions.
- Time the meeting adjourned.

Appointment of Subcommittees when needed

Effective use of time is an important factor in successful advisory committee meetings as members are usually busy people.

Follow-up of meeting is an important phase of school committee relationship. It is the secretary's duties as a follow-up on meetings to:

- Prepare the minutes promptly.
- Prepare special reports.
- Mail copies of minutes to members and other authorized persons within one week.
- See that all special assignments made by the chairman are carried out.

Subcommittees

Subcommittees are working committees appointed by the chairman of the advisory committee to assist with problems related to:

- Recruitment
- Public relations and publicity

- Health and welfare
- Scholarships and loans

RESPONSIBILITY OF THE COOPERATING HOSPITAL

The hospital provides the areas for the students' clinical experience in medicine, surgery, obstetrics, and pediatric services. The student's patient assignment will be for learning experiences. The students will be under the supervision of the instructor and/or a registered professional nurse at all times while in the clinical area, including weekends. Only during the last three months of the program may the student practical nurse be placed on rotating shifts and weekends. The facilities of the hospital are to have the approval of the State Board of Vocational Education.

In most cases the hospital is asked to provide patient units equipped with supplies and materials, and linen for demonstration purposes.

The instructor will need clerical assistance. Before the class begins, the governing body and the cooperating hospital should decide who will provide personnel and supplies for reproduction of instructional materials.

RESPONSIBILITY OF THE STATE BOARD FOR VOCATIONAL EDUCATION

- To set and maintain standards:

  Minimum requirements for enrollment.

  Minimum qualifications for instructors.

  Minimum curriculum requirements.

- To provide supervision

  Supervisors are available to the governing body to assist in setting up the class or program and to assist the instructors in program planning, in effective use of training facilities, and in the conduction of all phases of the class. This is essential for necessary approval.

PRACTICAL NURSING INSTRUCTOR

- Educational Requirements

  The practical nursing instructor shall be a graduate of an approved school of nursing. It is desirable that she have a baccalaureate degree.

- Occupational Requirements

  Shall be a Registered Professional Nurse currently licensed in Tennessee.

  Shall have a minimum of two years of current general hospital nursing experience. It is desirable that she have five years of nursing experience, some of which is involved in teaching.

  Shall be a master of the subject matter to be taught.

- Personal requirements

  Shall have a sincere interest in teaching and nursing.

  Shall have an interest in professional organization.

  Must have an understanding and enthusiasm for the program.

  Must have the ability and like to work with people.

  Shall have a high standard of personal and professional ethics.

The qualifications of the instructor are approved by the Division of Vocational Education, Health Occupations Education.

- Job Requirements

  The instructor....

  Must complete at least an approved 16 clock hour pre-service teacher education course before beginning work as an instructor, or as soon as possible.

  Must complete the approved professional teacher education or the equivalent in conference workshops as required by the State.

  Must complete six quarter hours of professional teacher education during the second and subsequent five-year period.

  Shall develop, teach, and coordinate the Practical Nurse Education Program from recruitment of students until the completion of the course.

  Must have the ability to teach, the personality to get along with others, a belief and interest in the practical nurse's work on the health team, a desire and willingness to work with her students, and to cooperate with others in the development and conduct of the program.

- Overall Duties of Instructor

Recruiting and interviewing students.

Ordering equipment and materials used in class:

1. Textbooks
2. Uniforms
3. National League Test

Planning, coordinating and teaching the class.

Keeping the governing body informed on the progress of the class.

Having the student sign the contract with the cooperating hospital.

Upholding the policies and regulations of the governing body, the cooperating hospital, and the State Department of Education, Division of Vocational-Technical Education.

ARRANGEMENTS TO VISIT TEACHING INSTRUCTOR

If at all possible, the health occupations supervisor will make arrangements for the instructor beginning her first practical nursing class to visit an instructor in the process of teaching a practical nurse class. This will give the beginning instructor an opportunity to observe the methods of teaching in the classroom and in the clinical area.

THE RECORDS OF APPLICANT

The following forms are furnished by the Tennessee Practical Nurse Program by the Division of Vocational-Technical Education:

- Application

The applicant is requested to complete this form in his/her handwriting. The instructor or counselor is able to determine if the applicant follows instructions and if the writing is legible. (Exhibit A, Page 29)

- Students' Personal References

Each student should have at least three written references. The sample letter for reference may be used. (Exhibit B, Page 35) This will become a part of the student's local file.

- **Aptitude Testing**

Applicants must take required aptitude tests and meet the minimum requirements.

- **Transcripts of Previous Education**

The applicant must request that a copy of his transcript be mailed to the Practical Nursing Program. The applicants who have not completed high school should have a copy of the GED score provided to the school.

- **Interview**

This form is completed by the instructor. The instructor should briefly summarize her opinion of the applicant. (Exhibit C, Page 37)

- **Pre-Entrance History and Physical**

Each applicant shall have a pre-entrance history and physical examination. (Exhibit D, Page 41)

- **Tuberculin Testing**

The policy regarding tuberculin tests for students from the Tennessee Board of Nursing is as follows:

"All students must have a tuberculin test prior to admission to the school of nursing. The test must be made with either intermediate strength PPD or five tuberculin units of Old Tuberculin. Those individuals with a positive reaction must have an X-ray examination which, if negative, must be repeated every twelve months. Negative reactors must have the tuberculine test repeated every twelve months and converters from negative to positive should be treated according to the regimen recommended by the Tuberculosis Control Division of the Tennessee Department of Public Health." (Exhibit E, Page 45)

Revised
March, 1973

Exhibit A

STUDENT APPLICATION FORM

DATE______________________

To be filled out in applicant's own handwriting

1. Name
   Miss
   Mrs.
   Mr.____
   Last First Middle

   Social Security No.________________

2. Address____
   Permanent Telephone Number

   ____
   Local Telephone Number

   Zip Code______________

   Maiden Name______________________________________

   Husband's Name___________________________________

   Where Employed______________ Employer's Phone No.__________

3. Date of Birth________________

   Place of Birth____________________________________
   City County State

4. Religion______________________________________

5. Education______________________________________

   Last School Attended______________________________

   Grade Completed__________________________ Year__________

   Elementary School Attended________________________

   Where________________________ Number of Years____________

   Year Completed____________

   College and/or Vocational Schools Attended__________________

Name ________________________ City ________________

Other Courses or Schools Completed ________________________

6. Employment--List Below all present and past employment, beginning with your most recent.

Place of Employment	Type of Work	Length of Time Employed	Reason for Leaving

Have you had any hospital experience ________________

Where ________________________________

Type of Work ________________________________

____

Dates ________________________________

7. Marital Status

Single ________ Married ________ Widowed ________ Divorced ________

Living with Husband or Wife ________________________

Do you have the consent of your husband or wife to take this course ____

Number of children born ______ Age of girls ______ Age of boys ______

Miscarriages ________

Who will care for your children during your absence ________________

What arrangements will you make for personal support while taking this course ________________________________

Family Relationships:

How many are dependent on you for support________________
Totally Partially

8. If accepted, will you be available for work on completion of this course___

9. References (other than close friends or relatives)

a. Name________________________
Address Phone

How long has this person known you________In what capacity________

b. Name________________________
Address Phone

How long has this person known you________In what capacity________

c. Name________________________
Address Phone

How long has this person known you________In what capacity________

10. Health

Are you in good health____________________

Do you have any physical defects____________________

Date of last physical examination__________Physician__________

Date of last dental examination__________Dentist__________

11. Type of class applying for____________________

12. Remarks________________________

The facts set forth above in my application are true and complete.

____
Signature of Applicant

Exhibit B

SAMPLE LETTER FOR REFERENCE

Date

Dear ________________________,

____, who has applied for entrance into the practical nursing program conducted by ______________________________ in cooperation with ______________________________________ Hospital, has given your name as reference.

I would appreciate your comments on the following:

1. How well and how long have you known the applicant?
   ____
   ____
2. To your knowledge does the applicant have any existing problems that would interfere with her studies?
   ____
   ____
3. Do you believe the applicant to be morally and physically capable of caring for the sick?
   ____
   ____
4. Do you know of any other reason why the applicant could not be put in a position of trust?
   ____
   ____
5. Other Comments: ______________________________________
   ____

I would appreciate a reply at your earliest convenience. An addressed envelope is enclosed for your convenience.

Sincerely,

Name ____________________________
Practical Nursing Instructor

____

HOE FORM 1
1M Rev. 1/67

Exhibit C

STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL-TECHNICAL EDUCATION
HEALTH OCCUPATIONS EDUCATION

INTERVIEW FORM

1. Name____
First Last

2. Applicant's understanding of the program:

Why are you interested in nursing or other health services______________
____

Do you feel that you are familiar with the program______________
shifts cost
____
length of course--stipend granted--transportation--physical examination,etc.

Do you understand that you will be expected to work shifts 7-3, 3-11, 11-7

As a student______________as a graduate______________

Will you be able to work all shifts at the completion of the program____

Do you intend to work full time at completion of program______________

Have you worked shifts?______________________________

Are you willing to adjust your social, fraternal, civic, and religious activities to complete this course______________________

3. Interviewer's appraisal of applicant

Personal impression______________________________
General appearance______________________________
neat, clean, tidy, untidy, well-dressed, etc.

Manner of speech______________________________
harsh, clipped, talkative, modulated, pleasant, etc.

Attitude______________________________
pleasant, belligerent, bold, etc.

Poise______________________________
marked, good, fair, poor, etc.

Would applicant make a good health worker________________________
probably, likely, possibly, doubtful

Remarks____

Extent to which interested in________training__________________
extremely, fairly, mildly

Physical fitness____
marked, good, fair, poor, etc.

4. Score of Tests

G.E.D.____
Aptitude____
Good Fair Failed

5. Remarks: Interviewer's opinion of applicant____________________

6. Disposition of applicant's case:

Accepted____

Rejected________________Why__________________________

Signature of Interviewer__________________________________

Form MR
Revised 1/67
250-8/68

Exhibit D

STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL-TECHNICAL EDUCATION
HEALTH OCCUPATIONS EDUCATION
NASHVILLE 37219

Return to:______
______
______
______

______ PROGRAM

PRE-ENTRANCE MEDICAL RECORD

The medical examiner is requested to make a careful physical examination. Defects found after admission may lead to the rejection of the applicant.

1. Name of Applicant______
   Last First Middle Maiden
2. Date of Birth______
   Month Day Year
3. Any hoarseness, cough, or shortness of breath on moderate exertion______
4. History of tuberculosis______Type______
5. History of epilepsy, any mental disorder, emotional instability or headaches______
6. History of arthritis, rheumatism or rheumatic fever______
7. Heart Disease______
8. High Blood Pressure______
9. Any evidence of hay fever, eczema, or allergic reaction______
10. Condition of
    Eyes______
    Ears______
    Throat (adenoids and tonsils)______
    Nose______
    Sinuses______
    Thyroid______
    Teeth______
11. Chest measurements in full expiration______After full inspiration______
    Lungs______Abnormal signs______
12. Heart______
    Size Sound Murmurs Rhythm

Rate and rhythm of pulse____________ Blood Pressure____________

13. Abdomen: Scars________ Tenderness________ Palpable masses________

14. Urine: Color________ Sp. Gr.________ Albumin________ Sugar________

15. Blood: Hgb.________ WBC________ RBC________

16. Menstrual History: Regular________ Irregular________ Pain________

Is bedrest required____________ How long____________

17. Pap Smear____________________________

18. Medical History of Applicant

Childhood Diseases____________________________

Other Diseases and Conditions____________________________

____

Operations____________________________

Injuries____________________________

19. Medical history of family, with special reference to chronic illnesses and mental or nervous disorders____________________

20. Posture____________ History of back injury: Yes____ No____

21. Condition of feet and arches____________________

22. Has applicant any physical handicaps or blemishes_____ State nature_____

23. Do you consider the applicant mentally and physically able to undertake the position in health services____________________

24. Do you recommend this applicant for admission to the school__________

25. Are you this applicant's family physician_______ How long have you known the applicant______________.

26. I have this day given a careful physical examination and found this applicant in ____________________ health.

27. After this examination, do you believe that health, history, and physical examination findings justify her in undertaking the course in Health Occupations Education____________________

Remarks____________________________

____

____

Date____________________ Signature____________________

Address____________________

____

____

28. *Immunizations Dates Results

Tetanus____________________________

Poliomyelitis____________________________

Smallpox____________________________

Typhoid____________________________

29. Results of Tests and X-ray

Chest X-ray____________________________

Tuberculin____________________________

Serology (VDRL)____________________________

*Follow Public Health Regulations.

Exhibit E

TUBERCULIN TESTS AND X-RAYS

Name of Student	Initial X-Ray Results	Tuberculin Tests Results	X-Ray Results	Tuberculin Tests Results	X-Ray Results	Tuberculin Tests Results	X-Ray Results

RECORDS TO THE STATE OFFICE

- Student Qualifications

Two of these forms should be completed--one for the state office and one for the instructor. This form should be mailed immediately following the selection of the students which should be one week before the class begins if at all possible. (Exhibit F, Page 49)

- Educational Facilities

Five of these forms are completed and distributed as follows:

State Office; Regional Office; Superintendent of Education; Hospital Administrator and Instructor. (Exhibit G, Page 53)

- Contract for Practical Nurse Clinical Training

Instructions same as above. (Exhibit H, Page 55)

- Advisory Committee Meeting Minutes

Send one copy of these minutes to the regional supervisor who will in turn send the minutes to the State Office.

- Summary Form for Approved Preparatory Course for Practical Nurse Training

This form is to be used by all schools for practical nurse education which are operated in cooperation with the Tennessee State Board for Vocational Education and with the approval of the Tennessee State Board of Nursing. One of these forms should be completed for each person who enrolls in a practical nurse education program and who remains in the class approximately two weeks.

The information, if accurately recorded and kept up-to-date, will prove most valuable in recommending the person for employment and as the source of information required for endorsement. The student's high school record or official letter containing results of the GED test should accompany the completed form to the State Office. The students' nursing care days in Medical Nursing, Surgical Nursing, Mother and Infant Care, and Nursing of Children should appear on the last page of the form.

The summary form must be completed at the completion of each class and mailed or given to a regional supervisor immediately following graduation. As this form must be accurate, a supervisor of health occupations will assist the instructor with the completion of the form. (Exhibit I, Page 61)

HOE FORM 104-L
1959
Revised 3/73

Exhibit F

STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL-TECHNICAL EDUCATION
HEALTH OCCUPATIONS EDUCATION
207 Cordell Hull Building
Nashville 37219

STUDENT QUALIFICATIONS

Date

Type of Program

SCHOOL SYSTEM ADDRESS

NAME OF HOSPITAL ADDRESS

OPENING DATE INSTRUCTOR

CLOSING DATE

INSTRUCTIONS:

Complete this report and submit two copies to Regional Supervisor of Health Occupations Education. When class is selected report as follows:

	Recommended by Advisory Committee	Age	Place of Residence	Physical	High School Grade Completed	Date	College Credit	GED Score	Aptitude Test	Male	Female	White	Black	Other
NAME (LIST ALPHABETICALLY) STUDENTS 1. NAME														
ADDRESS														
2. NAME														
ADDRESS														

STUDENT QUALIFICATIONS
Page 2

	Recommended by Advisory Committee	Age	Place of Residence	Physical	High School Grade Completed	Date	College Credit	GED Score	Aptitude Test	Male	Female	White	Black	Other
3. NAME														
ADDRESS														
4. NAME														
ADDRESS														
5. NAME														
ADDRESS														
6. NAME														
ADDRESS														
7. NAME														
ADDRESS														
8. NAME														
ADDRESS														

STUDENT QUALIFICATIONS Page 3	Recommended by Advisory Committee	Age	Place of Residence	Physical	High School Grade Completed	Date	College Credit	GED Score	Aptitude Test	Male	Female	White	Black	Other
9. NAME														
ADDRESS														
10. NAME														
ADDRESS														
11. NAME														
ADDRESS														
12. NAME														
ADDRESS														
13. NAME														
ADDRESS														
14. NAME														
ADDRESS														

STUDENT QUALIFICATIONS
Page 4

	Recommended by Advisory Committee	Age	Place of Residence	Physical	High Grade Completed School	Date	College Credit	GED Score	Aptitude Test	Male	Female	White	Black	Other
15. NAME														
ADDRESS														
16. NAME														
ADDRESS														
17. NAME														
ADDRESS														
18. NAME														
ADDRESS														
19. NAME														
ADDRESS														
20. NAME														
ADDRESS														

PN Form EF
1-70 100

Exhibit G

STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

PRACTICAL NURSE TRAINING PROGRAM
Educational Facilities

School System County Town
Name of Hospital County Town
We the undersigned agree to furnish the following material:
Location of Classroom:

Physical Facilities and Equipment	Furnished Board of Ed.	By Hospital	Adequacy
A. Classroom			
Size			
Size of demonstration room			
Size of combined classroom and demonstration room			
Lighting			
Heating			
Hot and cold running water			
Desks			
Tables and chairs			
Chalk Board			
B. Instructor's office			
C. Instructor's desk			
D. Telephone			
E. Clerical supplies			
Mimeograph Material			
F. Developing Instructional Material			
G. Complete patient units			
H. Linen			
I. Storage of linen			
J. Equipment for nursing procedures			
K. Storage of equipment			
L. Rest room facilities			

Superintendent of Education ____________________

Administrator of Hospital ____________________

PN Form 3 B
Revised March, 1973

Exhibit H

STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL TECHNICAL EDUCATION
205 CORDELL HULL BUILDING
Nashville 37219

Practical Nursing Contract
Minimum Requirements

The ____, Tennessee is conducting a Practical Nursing Program. The first meeting of the class is to be ______________________, 19____ and the last is planned for ______________________, 19____. (The educational schedule chart is attached as page four and made a part of this contract.)

1. The ____, Tennessee, cooperating as the clinical training agency, agrees to provide clinical experience for ______ student practical nurses of class number _______ for the express purpose of learning practical nursing. The clinical experience in the hospital is to begin ________________, 19____, and end ________________, 19____.
   month day month day

2. The clinical experience in the hospital shall consist of ______ hours.

3. The student shall be given nursing practice in the following service areas:

   A. Orientation
   It is suggested that the first two months of clinical training be in Medical and Surgical Nursing.

   B. Required Minimum Clinical Experience
      1. Medical and Surgical Nursing - - - - - - - - - 16 weeks
      (Eight weeks of Medical Nursing and eight weeks of Surgical Nursing.) Suggested areas of clinical experience in Medical-Surgical Nursing for students.
         a. Medical clinics
         b. Emergency room
         c. Recovery room
         d. Operating room
         e. Central supply
         f. Dietary
         g. Surgical clinics
      2. Nursing of Children - - - - - - - - - - - - - - 4 weeks
      Suggested areas of clinical experience in Nursing of Children other than those available in training agency.

        a. Nursery school and/or kindergarten
        b. Pediatric clinic
    3. Mother and Infant Care - - - - - - - - - - - - - 6 weeks
    (Including labor and delivery room, postpartum, and newborn nursery)
    Obstetric clinics--if available to students.

C. Psychiatric clinical experience is available during the last four months or after the completion of the program.

D. Geriatric nursing experience is recommended wherever a sound learning experience can be provided. (Please attach an agreement sheet as another agency is used for this experience.)

E. Other clinical experience may be given if it is a meaningful situation for the student practical nurse.

4. The student shall keep a patient day record to assure adequate clinical experience.

5. There shall be a careful selection of patients in each area so that the student has guided learning experiences. The individual needs of the student shall be given consideration.

6. The maximum number of hours during the clinical experience shall not exceed 40 hours per week, including class hours.

7. There shall be a total of 120 hours of instruction during the first phase The classroom instruction will decrease as clinical experience increases. There shall be a total of _____ classroom hours and _____ hours of supervised clinical experience.

8. Only during the last three months of the program may the student practical nurse be placed on rotating shifts and weekends.

9. The student will be under the direct supervision of a registered professional nurse licensed in Tennessee and be assigned to only those duties which she has performed satisfactorily and which have been certified to by the clinical instructor in the student's clinical training record of practical nursing experience. The instructor will meet with the head nurse to place and to evaluate the student's weekend experience.

10. Each student shall be considered on an individual basis. If the student is frequently absent due to illness or other reasons, the record shall be reviewed by the Advisory Committee and necessary action taken.

11. The instructor or a registered nurse must be responsible for supervising the clinical experience and completing the final records for students that have time to make up after the completion date.

12. A summary record shall be kept on each student who remains in the program at least two weeks. Upon completion of the program all summary records are to be sent to the Regional Supervisor of Health Occupations Education. The final filing of this record will be kept either in the State Office, in the AVTS, or the Approved Metro Program.

13. The dress of the student shall consist of a green and white stripe uniform with appropriate accessories.

14. The student shall conform to and be subject to all policies of the clinical training agency for its regular employees, unless such policies are contrary to the terms of this contract.

15. The training provided for under this contract may be terminated after a conference of the three parties concerned.

We, the undersigned, approve the cooperative plan of education as outlined herein for practical nursing class number ________ between the School System and the ____________________________ Hospital at ____________________________, Tennessee

____
Administrator of Hospital

____
Superintendent of Schools

As instructor of this practical nursing class I agree to keep sufficiently well informed about the education being received during weekend and shift duties to certify to the correctness and completeness of each student's educational program.

____
Instructor, Practical Nursing Program

STUDENTS

____________________________ ____________________________

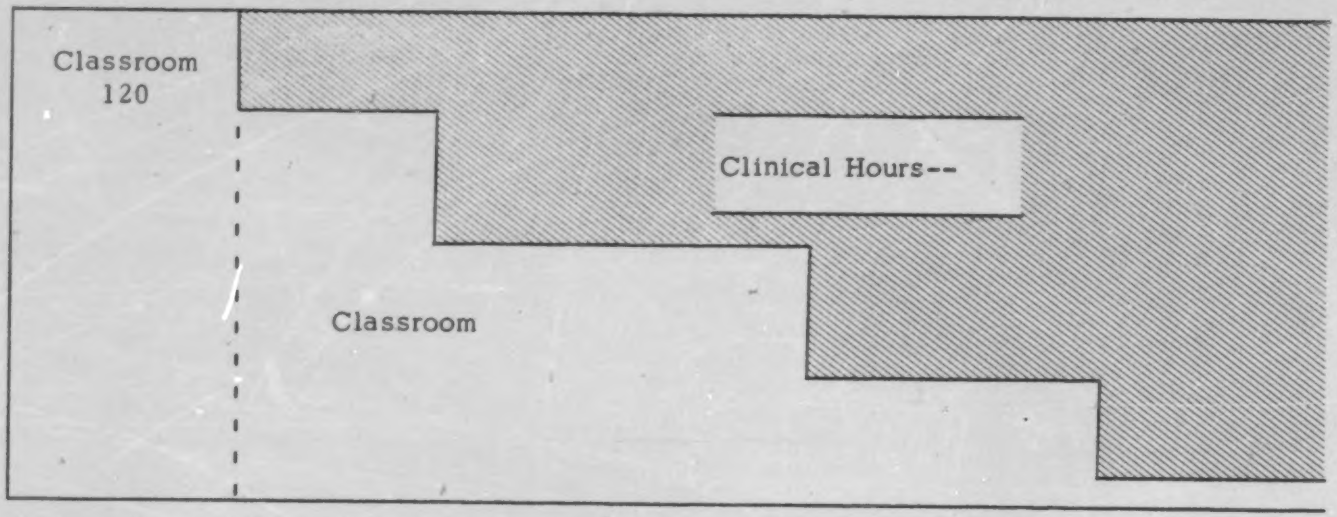
____________________________ ____________________________

____________________________ ____________________________

THE TENNESSEE PRACTICAL NURSING PROGRAM

EDUCATIONAL SCHEDULE

Clinical Hours ____________



Classroom Hours ____________

	CLASSROOM HOURS	CLINICAL HOURS
Phase I	120	0
Phase II	___	___
Total		

Clinical ▨

Classroom ☐

Grand Total-- ____ Hours

SUGGESTED CURRICULUM FOR PRACTICAL NURSING

The practical nursing curriculum contains a total of 650 hours. Additional hours may be given if thought necessary by the individual class or school. As a guide to the instructor, a suggested breakdown of hours is indicated. These may be changed at the discretion of the school.

		HOURS
Introduction to Practical Nursing		
Vocational Relationships and Social Foundations		50
Anatomy and Physiology		45
Nutrition		30
Nursing I Fundamentals		
Nursing Principles and Skills		120
Basic Pharmacology		40
Common Emergencies		30
Nursing II Clinical		
Medical-Surgical Nursing	125	215
Geriatric Nursing	25	
Psychiatric Nursing & Mental Health Concepts	25	
Diet Therapy	20	
Administration of Medicines	20	
Maternal and Child Nursing		120
Obstetrics	60	
Pediatrics	60	
		650

CLINICAL EXPERIENCE

Required:

Surgical Nursing		8 weeks
Medical Nursing		8 weeks
Maternal and Child Nursing		10 weeks
Obstetrics	6 weeks	
Pediatrics	4 weeks	

Exhibit I

8

SUMMARY FORM FOR APPROVED PREPARATORY COURSE

for

PRACTICAL NURSE EDUCATION

School System________________________ City________________ State__________

in cooperation with
THE TENNESSEE STATE BOARD FOR VOCATIONAL EDUCATION
Health Occupation Education Service
Cordell Hull Building, Nashville, Tennessee 37219

INSTRUCTIONS

This form is to be used by all schools for practical nurse education which are operated in cooperation with the Tennessee State Board for Vocational Education and with the approval of the Tennessee State Board of Nursing. One of these forms should be filled out for each person who enrolls in a Practical Nurse Education Program, and who remains in the class approximately two weeks.

This information, if accurately recorded and kept up-to-date, will prove most valuable (1) in recommending the person for employment, and (2) as the source of information required for endorsement.

PATIENT DAYS	NUMBER PATIENTS	NUMBER OF NURSING DAYS
Surgical		
Medical		
Obstetric		
Pediatric		

SUMMARY FORM FOR APPROVED PREPARATORY COURSE

PRACTICAL NURSE EDUCATION

NAME
Given Middle Maiden Last Sex Citizenship

ADDRESS
Street or Route City State Zip Code

BIRTHPLACE DATE OF BIRTH
City or County State Month Day Year

LAST SCHOOL ATTENDED _____
Name City or County State

GRADE COMPLETED_____YEAR_____GED TEST SCORE_____DATE_____

APTITUDE TEST_____OTHER TEST RESULTS_____

DATE ENTERED_____DATE COMPLETED_____DATE WITHDREW_____

Reason for withdrawal_____DATE REINSTATED_____

TIME ALLOWED_____DAYS ABSENT AND MADE UP_____SICK LEAVE_____HOLIDAYS_____

Hospitals Giving Experience	Bed Capacity	Daily pt. Average	Daily Patient Average					Grading System
			Med	Surg	OB	Ped	Other	
								A 94-100
								B 87-93
								C 81-86
								D 75-80
								F Below 75

SUMMARY OF INSTRUCTION AND NURSING PRACTICE

NAME OF COURSE	INSTRUCTION HOURS					NURSING PRACTICE DAYS					
	REQ. MIN.	LEC-TURE	LAB.	CLINI-CAL	TOTAL	DAY	EVE.	NIGHT	TOTAL	Theory Grade	Practice Grade
Vocational Relationships & Social Foundations											
Anatomy & Physiology											
Nursing Principles & Skills											
Nutrition											
Basic Pharmacology											
Common Emergencies											
Medical-Surgical Nursing											
Geriatric Nursing											
Psychiatric Nursing & Mental Health Concepts											
Diet Therapy											
Administration of Medicines											
Obstetrics											
Pediatrics											
Other											
Preclinical											
Vacation											
Total											

Evaluation_____

Certificate (yes or no)_____Date_____Last Physical Exam_____

State Board Exam Date_____Grade_____Signature_____

License No _____ Title_____

NAME_____

SCHOOL_____

SCHOOL ADDRESS_____

EQUIPMENT AND MATERIALS NEEDED

I. Classroom (sufficiently large enough for the number of students in the class).

   A. Instructor's desk and chair
   B. Tables and chairs for students
   C. Chalk board with chalk and erasers
   D. Bulletin board
   E. Book cabinet with lock
   F. File cabinet with lock
   G. Clock
   H. Pencil sharpener
   I. Air-conditioning and heating
   J. Bookshelves
   K. Telephone

II. Laboratory

   A. Equipment
      1. Sink with hot and cold water
      2. At least two complete hospital units
      3. Wheelchair
      4. Screens
      5. Linen and pillows--sufficient amount for two changes of linen per bed with linen service
      6. Crib with linen
      7. Upright scales
      8. Rubber sheets for all beds
      9. Thermometers and holders
      10. T.V. Standard
      11. Have access to 4-wheel stretcher
      12. Have access to suction syphonage apparatus

   B. Materials
      1. Disposable teaching units or trays
         a. Colostomy
         b. Diabetic
         c. Tracheotomy
         d. Examination
         e. Catheter
         f. Enema
         g. Perineal care
         h. Medicine
         i. Skin prep
         j. There may be others.

2. *Charting material*
3. Rubber gloves
4. Bandages
5. Sphygmomanometer (at least two)
6. Teaching Stethoscopes (at least two)
7. Irrigation trays for eye, ear, nose and throat
8. Ice collar
9. Hot water bottle
10. Material for collection of specimens
11. Other materials and solutions as needed

TEACHING AIDS

I. Models

- A. Eye
- B. Ear
- C. Heart
- D. Torso--male and female
- E. Kidney
- F. Pelvis
- G. Fetal Development
- H. Brain and Spinal Cord
- I. Cross Section of Skin
- J. Intestinal Model
- K. Ostomy Models
- L. Pregnant Uterus
- M. Fetal Skull and Pelvis
- N. Skeleton
- O. Jaw and Tooth

II. Mannequins

- A. Adult Chase Doll--male and female
- B. Baby Chase
- C. Resusci--Annie and Baby

III. Charts

- A. Anatomy--complete series
- B. Thin Man Anatomy Overlay
- C. Nutrition
- D. Obstetrics
- E. Pharmacology
- F. Birth Atlas
- G. Neonatal and Growth and Development Series

IV. Projectors

- A. Overhead
- B. 16mm movie with screen
- C. Slide and filmstrip with record
- D. Film loop
- E. Opaque

V. Films

- A. Trainex Series
- B. Concept Media
- C. Au Vid Cassettes and Cassette Recorder
- D. Film Loop
- E. Train Aid

VI. Suggested Film List

- A. Birth of a Baby--University of Indiana
- B. Mrs. Reynolds Needs a Nurse--ANA
- C. Hemo--The Man
- D. Gateways to the Mind
- E. Rescue Breathing
- F. Medical Self-Help Series
- G. Thread of Life
- H. Human Reproduction
- I. Growth and Development Series
- J. Terrible Two's and Trusting Three's
- K. Frustrating 4's and Fascinating 5's
- L. Sociable 6 to Noisy 9's
- M. Ten to Twelve
- N. The Adolescent
- O. The Angry Boy
- P. The Patient is a Person
- Q. Patients Need You
- R. Who Cares about Jamie?
- S. Anatomy Series
- T. How Hamburger Turns into You

VII. Film Sources

A. Tennessee Department of Education
Film Library
Tennessee State University
1100 37th Avenue, North
Nashville, TN 37209
Telephone 741-3641

B. Tennessee Department of Public Health
Film Library
Office of Health Education
Cordell Hull Building
Nashville, Tennessee 37219

C. Tennessee Department of Mental Health
300 Cordell Hull Building
Nashville, Tennessee 37219

D. Several of the pharmaceutical companies provide excellent teaching films

E. Some associations offer films:

Cancer Society
American Heart Association
The Diabetic Association
The Polio Foundation
Others

VIII. Textbooks

A. Required Books for Students

1. Basic Textbooks
2. Medical Distionary
3. Workbooks (accroding to instructor's desires)
4. First Aid
5. State Board Review
6. AMA's 2 books for anatomy

Other books required at the discretion of the instructor:

B. Publishers

1. Delmar Publishers, Inc.
1205 Mountainview Avenue
Albany, New York 12205

2. J. B. Lippincott Company
600 East Washington Square
Philadelphia, Pennsylvania 19106

3. Macmillan Company
866 Third Avenue
New York, New York 10022

4. C. V. Mosby Company
3207 Washington Boulevard
St. Louis, Missouri 63103

5. F. A. Davis Company
1914-16 Cherry Street
Philadelphia, Pennsylvania 19103

6. Scientific Aids Publications
Suite 600
104 East 25th Street
New York, New York 10010

7. W. B. Saunders Company
West Washington Square
Philadelphia, Pennsylvania 19106

8. G. P. Putman's Sons
200 Madison Avenue
New York, New York 10016

C. Distributor

1. J. A. Majors Company
139 Forrest Avenue N.E.
Atlanta, Georgia 30303
Phone: 404-659-1009
(All nursing books may be ordered through the above company)

D. Suggested Textbooks

1. Basic Text

   a. Thompson and Murphy, Textbook of Basic Nursing. 1966. Lippincott. $7.50

   b. Culver and Brownwell, The Practical Nurse. 7th ed. 1968.

   c. Rapier, Practical Nursing: A Textbook for Students and Graduates. 3rd. ed. 1966. Mosby

   d. Rassmussen, Foundations of Practical and Vocational Nursing. 1967. Macmillan.

   e. Culver, Modern Bedside Nursing. 7th. ed. $9.75

2. Anatomy & Physiology

   a. The Wonderful Human Machine. 1961. AMA

   b. The Miracle of Life. 1966. AMA

   c. Anthony, Structure and Function of the Body. 2nd. ed. 1964. Mosby.

   d. Memmler, The Human Body in Health and Disease. 2nd. ed. 1962. Lippincott. (paper)

   e. Ferris and Shelley, Body Structure and Functions. Rev. ed. 1967. $2.98 Instructor's Guide. $1.00 Delmar

3. Bacteriology

   a. Ferris, Bacteriology for the Practical Nurse. 1959. $2.52 Instructor's Guide. Delmar

4. Dietetics & Nutrition

   a. Howe, Nutrition for Practical Nurses. 4th. ed. 1967. Saunders.

   b. Shackelton, Practical Nurse Nutrition Education. 2nd. ed. 1966. Saunders. $4.25

   c. Mowry, Basic Nutrition and Diet Therapy for Nurses. 3rd. ed. 1966. Mosby. $3.95

   d. Bien, Nutrition and Meal Preparation for the Practical Nurse. 2nd. ed. 1960. $2.52 Instructor's Guide. $1.00 Delmar

5. First Aid

   a. American Red Cross. First Aid Textbook. 1957. Doubleday. $.75 (paper)

6. Fundamentals and Principles of Nursing

   a. Abdallah, Nurse's Aide Study Manual. 1965. Saunders. $2.75

   b. Wundrow, Nursing Experience Records for Practical Nursing Students. 2nd. ed. 1966. Davis. $2.75

c. Leake, A Manual of Simple Nursing Procedures. 4th. ed. 1966. Saunders. $3.25

d. Lucile Woods, Nursing Skills for Allied Health Services

7. Geriatric Nursing

a. Stevens, Geriatric Nursing for Practical Nurses. 1965. Saunders. $3.50

8. History

a. Johnston, History and Trends of Practical Nursing. 1966. Mosby. $5.25

9. Personal and Vocational Relationships

a. Bush, Personal and Vocational Relationships for Practical Nurses. 2nd. ed. 1966. Saunders. $2.25

b. Crow and Crow, Human Relations in Practical Nursing. 1964. Macmillan. $4.95

c. Hasler, The Practical Nurse and Today's Family. 1964. Macmillan. $3.95 (May also be used in pediatrics, geriatrics and maternity nursing.)

d. Ross, Personal and Vocational Relationships in Practical Nursing. 2nd. ed. 1965. Lippincott. $2.20

e. Stevens, Personal and Vocational Relationships of the Practical Nurse. 1967. Saunders. $3.00

10. Psychiatric Nursing

a. Crawford and Buchanan, Psychiatric Nursing: A Basic Manual. 2nd. ed. Davis. $2.50

b. Milt, Basic Handbook on Mental Illness. 1965. Scientific Aids Publications. about $1.00

c. Johnson, Mental Health and Mental Illness. Lippincott

11. Dictionary

a. Taber, Cyclopedic Medical Dictionary. 1965. Davis. $6.75 (plain)

b. Miller-Keane, Encyclopedia & Dictionary of Medicine & Nursing

12. Review Books

a. Keane, Sanders' Review for Practical Nurses. 1965. Saunders. $4.50

b. Mosby's Review of Practical Nursing. 4th. ed. 1966. Mosby. $4.85

c. Speelman, Examination Review for Practical Nurses. 2nd. ed. Putman. $4.95

d. von Gremp and Broadwell, Practical Nursing Study Guide and Review. 2nd. ed. 1965. Lippincott. $4.60

13. Workbook

a. Sutton, Workbook for Practical Nurses. 2nd. ed. 1964. Saunders. $4.00

14. Medical and Surgical Nursing

a. (1) Johnston, Total Patient Care. 1964. Mosby. $6.95

(2) Johnston, Medical and Surgical Nursing: Workbook for Practical Nurses. 1965. Mosby. $3.50

b. Mason, Basic Medical-Surgical Nursing. 2nd. ed. 1967. Macmillan. $6.50 (approx.)

c. Keane, Essentials of Nursing: A Medical-Surgical Text for Practical Nurses. 1965. Mosby. $3.50

d. Keane, Essentials of Nursing. Workshop

15. Pediatrics

a. Thompson, Pediatrics for Practical Nurses. 1965. Saunders. $4.00

b. Brigley, Pediatrics for Practical Nurse. 1966. $3.60
Instructor's Guide. Delmar. $1.00

16. Maternity Nursing

a. Bleier, Maternity Nursing: A Textbook for Practical Nurses. 2nd. ed. Saunders. 1966. $3.25

Workbook

b. Ingalls, Maternal and Child Health Nursing. 1967. Mosby. $7.50

17. Medications (Pharmacology)

a. Fitch, Arithmetic Review and Drug Therapy for Practical Nurses. 2nd. ed. 1966. Macmillan. $4.50

b. Squire, Basic Pharmacology for Nurses. 3rd. ed. 1965. Mosby. $3.85

c. Skelley, Medications for the Nurse. Rev. ed. 1967. $2.52
Instructor's Guide. Delmar. $1.00

d. Worley, Pharmacology and Medications for Vocational Nurses. 1967. Davis

e. Nast, Simplified Drugs and Solutions for Nurses. (Including Arithmetic). 3rd. ed. 1964. Mosby. $1.65

FREE AND INEXPENSIVE INSTRUCTIONAL MATERIAL

The following list gives the source and address of free and inexpensive material that may be secured to be used in conjunction with the official textbook for the practical nurse classes. In some instances the name of the pamphlet, chart, poster or film is listed to give an example of the type of material available.

NAME AND ADDRESS	WHAT TO ASK FOR
1. Abbott Laboratories North Chicago, Illinois 60064	Blood Grouping Slide Test Books on Parental Administration Handout sheet of terms
2. American Cancer Society, Inc. 521 West 57th. Street New York, New York 10019	
3. American Dietetic Association 620 North Michigan Avenue Chicago, Illinois 60605	Publications on Nutrition Diet Cards and Meal Plans No. 1 through No. 9 (.05) each
4. American Heart Association 44 East 23 rd. St. New York, New York 10010 (Or Local Chapter)	A. Booklets: "Heart Attack" "Heart Disease and Pregnancy" "High Blood Pressure" 'How to Live with Heart Trouble" "Rheumatic Fever" "You and Your Heart" "Your Blood Pressure" "Your 500 Milligram Sodium Diet" "Your 1000 Milligram Sodium Diet" "Your Mild Sodium-Restricted Diet" "The Heart of the Home" "Food and Your Heart" B. Source of Good Heart Films
5. American Medical Association 535 North Dearborn St. Chicago, Illinois 60610	Booklets: 1. "The Wonderful Human Machine" .60 2. "The Miracle of Life" .20 Film: "No Margin for Error"

6.	American Institute of Baking 400 East Ontario St. Chicago, Illinois 60611	Posters and Folders: "Food Ways to Follow" Chart: "Wheel of Good Eating"
7.	Bureau of Communication Research 13 East 57th St. New York, New York 10022	Film: "Fire and Your Hospital"
8.	Carnation Company Carnation Building Los Angeles, California	"Preparation for Childbirth
9.	Eli Lilly Company General Office & Principal Laboratories Indianapolis, Indiana 46206	Pamphlets and Posters on Disease Conditions Material on Diabetes Particularly Good Request to be placed on mailing list
10.	Food and Nutrition Board National Research Council 2101 Constitution Avenue Washington 25, D.C.	Book: "Recommended Dietary Allowances" Revised 1958, $1.00
11.	Gerber Baby Foods, Inc. Department of Professional Service Freemont, Michigan 49412	Aids in Nutrition, especially babies and children
12.	Heinz Baby Foods Box 57 Pittsburgh, Pennsylvania 15230	Booklet: "Facts About Food"
13.	Johnson and Johnson 501 George St. New Brunswick, New Jersey 08903	Pamphlet: "First Aid Guide" Films: 1. "Bathing Time for Baby" 2. "Help Wanted: Basic Principles of First Aid" 3. "50,000 Lives: Mouth-to-Mouth Resuscitation"
14.	Merck, Sharpe and Dohme 640 North Broad St. Philadelphia, Pennsylvania 19130	Model Heart Kidney
15.	Metropolitan Life Insurance Co. One Madison Avenue New York, New York 10021	A. Booklets: "Height-Weight Tables"

"Food for the Family"
"Metropolitan Cook Book"
"Nutrition for the Family"

B. Other Health Teaching Aids

16. Modern Talking Picture Service, Inc.
214 South Cleveland St.
Memphis, Tennessee 38104

Film: "It's Wonderful Being A Girl"

17. National Dairy Council
111 North Canal Street
Chicago, Illinois 60606

Local Units in Bristol, Chattanooga, Knoxville, Nashville and Memphis

18. National Foundation for Infantile Paralysis
120 Broadway
New York, New York 10005

19. National Safety Council, Inc.
425 North Michigan Avenue
Chicago, Illinois 60611

20. National Society for Crippled Children and Adults
11 South LaSalle St.
Chicago, Illinois 60603

21. National Society for Prevention of Blindness
1790 Broadway
New York, New York 10019

22. National Tuberculosis Association
1790 Broadway
New York, New York 10019

23. Ortho Pharmaceuticals Corporation
Raritan, New Jersey 08869

Model of uterus, tubes, ovaries

24. Parke Davis Company
Detroit, Michigan 48232
(Education Department)

Many different types of visual aids for teaching purposes

25. Parents Magazine
52 Vanderbilt Avenue
New York, New York 10017

26.	Pet Milk Company 1401 Arcade Building St. Louis, Missouri 63101	Ask to be placed on mailing list. Area detail man will demonstrate baby formula preparation and terminal sterilization.
27.	Pfizer Laboratories Brooklyn, New York 10017	Ask to be placed on mailing list
28.	Ross Laboratories Director of Nursing Service Columbus, Ohio 43215	Obstetrical Charts Obstetrical Manikin Pamphlets: 1. "Developing Self-Esteem" 2. "How to be a Parent and Like it" 3. "Phenomena of Growth" 4. "Your Children and Discipline" 5. "Your Children's Appetite" 6. "Your Children's Fears"
29.	Sawyer Sanitorium White Oaks Farm Marion, Ohio 43302	Pamphlet: "The Psychology of the Sick"
30.	Searle and Company P. O. Box 5110 Chicago, Illinois 60680	
31.	Smith, Kline and French Laboratories 1500 Spring Garden St. Philadelphia, Pennsylvania 19130	Ask to be placed on mailing list. Excellent film: "Mrs. Reynolds Needs a Nurse"
32.	E. R. Squibb and Sons 745 Fifth Avenue New York, New York 10022	Film lists
33.	Sunkist Growers Section 9, Box 2706 Terminal Annex Los Angeles, California 90054	Book: Low Sodium and Fat Controlled Cookbook by Payne and Cullahan, $1.50
34.	Upjohn Company 301 Henrietta St. Kalamazoo, Michigan 49006	Human Anatomy Chart

35.	U.S. Department of Agriculture Washington 25, D.C.	1. "Energy Expenditures of Women Performing Selected Activities" 2. "Are You Getting Enough Milk" 3. "Food Guide for Older Folks" Book: *Cancer Nursing*
36.	U.S. Department of Health, Education and Welfare Public Health Service Washington 25, D. C.	
37.	U.S. Government Printing Office Supt. of Documents Washington, D.C. 20402	
38.	Western Growers Association 3091 Wilshire Blvd. Los Angeles, California 90005	Basic Information on Vegetables
39.	Winthrop Laboratories 1450 Broadway New York, New York 10018	
40.	Wyeth Laboratories P. O. Box 8299 Philadelphia, Pennsylvania 19101	

STUDENT UNIFORMS

Practical nurse students are to wear a green and white striped uniform with appropriate accessories. The governing body, the instructor and the clinical facility may decide on the style of the uniform. The instructor may decide on the style of the uniform or she may ask the help of the Advisory Committee and/or students.

If the uniforms are made-to-order, plan to have the students measured during the first week of class so as to allow sufficient time for delivery before the students begin in the hospital the beginning of the third month.

The cap for the students should be ordered at the same time the uniforms are ordered.

Uniforms may be ordered from any company; however, the following companies will send a catalogue and samples of material on request. A representative from the company usually tries to call on you also.

Snowhite Garment Manufacturing Company
224 West Washington Street
Milwaukee, Wisconsin 53204

Nightingale Uniform Company
Georgianna, Alabama

STUDENT EXPENSES

Expenses for the student who enters the practical nurse education program may be roughly divided into three main groups:

1. Those which must be met before the prospective student is accepted into the program.
2. Those which must be met at the beginning of the program (the first month).
3. Those incurred at the end of the program in preparation for State Licensure. The approximate total figure (minimum) is $208.35-$275.85.

The figures given below are approximate and minimum figures, and are subject to change by the individual program and/or the individual student's needs and/or desires.

		Estimated Cost
I.	Estimated Expenses for Acceptance:	
A.	Physical Examination (X-Ray and/or skin test, immunizations free from Health Department)	$20.00-$25.00
B.	GED Test	$ 6.00-$ 8.00
II.	Estimated Expenses upon Entrance:	
A.	Books and School Supplies	$50.00-$60.00
B.	Watch (with second hand)	$10.00-$15.00
C.	Bandage Scissors	$ 2.00
D.	Incidental Expenses	$ 5.00-$10.00
E.	Student Uniforms (3 at $10 or $15 each)	$35.00-$50.00
F.	White Oxfords	$15.00-$20.00
G.	Name Pin	$ 1.50-$ 2.00
H.	League Tests (3)	$ 2.75

III. Estimated Expenses near Completion:

A.	State Board Examination	$ 20.00
B.	Permit to Practice until Licensure	$ 5.00
C.	L.P.N. Cap	$ 3.50
D.	L.P.N. Pin	$ 27.95
E.	White Uniform	$ 15.00-$ 35.00
	Total	$142.50-$283.05

It might be wise to restate here that all the foregoing figures are approximate. However, it is felt that they are of sufficient accuracy to advise a prospective student in the Practical Nurse Education Program of the expenses he or she must be prepared to meet.

LESSON PLANS

Lesson plans on each subject may be obtained from your regional supervisor of health occupations.

Mrs. Juanita Lutz, Regional Supervisor
Health Occupations Education, East Tennessee
2111 Terrace Avenue
Knoxville, Tennessee 37916

Mrs. Pauline S. Crick, Regional Supervisor
Health Occupations Education, Middle Tennessee
207 East Main Street
Murfreesboro, Tennessee 37130

Mrs. Dell Caldwell, Regional Supervisor
Health Occupations Education, West Tennessee
Park Century Building
1408 Highland Avenue
Jackson, Tennessee 38301

METHODS OF TEACHING

Psychology of Learning

- The process of learning occurs faster and is more lasting with combinations of the five senses. Some factors which may influence a student's learning ability are: Interest, intelligence, experience, imagination, self-confidence, well-being, concentration, and memory. An instructor can know learning has taken place if the student knows something she didn't know before, can do something she couldn't do before, or when her attitude is developed or improved.

Teaching Techniques

- The best method of teaching is the one which best fits the situation. When demonstration is used, the instructor should review the procedure, assemble and arrange the equipment, position the students so they can see and hear, and are physically comfortable. The procedure should be performed slowly, one step at a time, from the position the student will be working. Explain to the students HOW, WHAT, and WHY as the procedure is performed. A return demonstration and practice should follow as soon as possible. Practice makes learning permanent and brings about habit formation. The instructor should correct errors and place emphasis on accuracy and quality rather than speed and quantity.

- Lectures should be supplemented with illustrations or visual aids. They are made more effective by good showmanship, good delivery, good posture, good voice, and repetition of key points.

- Discussions should stimulate thinking, clarify, create interest, and all students should be encouraged to participate and contribute constructively. A good discussion depends on the skill of the instructor, but should not be dominated by the instructor.

- Illustrations may be oral, written, pictorial or models and may be used when size, cost, hidden parts, or complex systems are involved.

- Supervised study should be used for encouraging students in study habits, to enable student to gain additional knowledge by reading reference materials, and to acquire assistance as necessary.

- Testing may be used to discover whether the student possesses the factual information the instructor has attempted to give, and whether the student can apply what she has learned.

Reading may be used to stimulate interest, and to increase the student's knowledge. When an instructor reads verbatim to give facts or statistics, she should limit the amount of reading material and read for short periods.

Lesson Planning

The instructor should plan her lessons, taking into consideration the subject matter, time allotted, methods for instructing, equipment and teaching aids available, condition of equipment and teaching aids, and the size and arrangement of the instructional area.

The four basic steps of a Lesson Plan are:

I. Preparation of the student

   A. Put the students at ease
   B. Arouse the student's interest
   C. Find out how much the students know about the subject

II. Presentation of the lesson

   A. Show, tell, illustrate, and question to put over the knowledge procedure
   B. Instruct slowly, clearly, and completely until you know the students know

III. Application of knowledge or procedure

   The students perform and the errors are corrected and instruction is repeated as necessary until learning has taken place.

IV. Test or Follow-Up

   Students perform on their own to determine if they have learned, and if they can perform with the normal amount of supervision.

Testing

Testing may be done to determine what a student is capable of doing, to find weaknesses, or to determine achievement. Oral or written tests may be given.

Oral questions should be thought out and clearly expressed, concise, and pointed. The question should be asked before the student is called on, in order to stimulate thought and hold the attention of all the students.

Written tests are of two types; essay and objective. Essay questions can determine an individual's ability to express herself, reveal her command of English, grammar, handwriting, and spelling, but they cannot be scored objectively. Objective type tests such as True-False, Multiple Choice, Matching, and Identification are free from personal judgment in scoring. They are answered briefly and quickly, and a much wider sampling of test elements can be covered.

All test questions should be clear, concise, comprehensive, and representative of the material covered. Statements should be in positive form, and test questions should be arranged in order of difficulty.

Several tests are available from State Office. These are objective type tests and may be helpful. Have the student return the test as they may be used again. Students have a tendency to study for class examinations and State Board Examinations from tests. This is not always advisable.

The National League for Nursing achievement tests should be given at the discretion of the instructor. TUC which contains three units of content--Body Structure and Function, Basic Nursing Procedures and Nutrition and Diet Therapy--should be administered at the completion of these units in the class, which will probably be in the fourth or fifth month unless an integrated course is being taught. NIP which contains Medical-Surgical Nursing, Maternal-Child Nursing, and Pharmacology, should be administered by the tenth to eleventh month. Plan to give Elementary Psychiatric Nursing at the completion of Mental Nursing Unit. These three achievement tests will give the instructor and students an insight into the achievement and point out areas for improvement. With this in mind the instructor should not review the students before administering the tests because review would give a false picture of the knowledge retained by the students. Therefore, the instructor should plan to administer the NLN tests as early as possible in order to give the students time to correct deficiencies.

The instructor must remember that the local practical nursing class is a part of the "Tennessee Practical Nursing Program" and that the name of the program must appear on the order form because the individual classes are not approved to receive NLN achievement tests. Therefore, complete the form as follows:

Tennessee Practical Nursing Program
Your County Board of Education
Address
City, State, Zip Code
Attention: Mrs. ________________________, Instructor

Exhibit J Page 208

Exhibit J

National League for Nursing, Inc., Evaluation Service
10 Columbus Circle, New York, N. Y. 10019

ORDER FORM FOR PRACTICAL NURSE TEST SERVICES

1. Orders should be sent to reach the NLN Evaluation Service at least three weeks before the designated testing date. If no testing date is specified, materials will be shipped to arrive within three weeks from the receipt of the order at NLN.

2. The achievement test service includes the provision of test booklets, answer sheets and pencils, the scoring of the answer sheets, and the reporting of the test results. All materials remain the property of the National League for Nursing and must be returned after the tests have been administered. No portion of any of these tests may be reproduced without the express written permission of the National League for Nursing.

3. The fees for the use of the tests are as follows:
   (1) PACE--Pre-Admission and Classification Examination--$6.00 per applicant tested
   (2) TUC --Three Units of Content (Body Structure and Function; Basic Nursing Procedures; and Nutrition and Diet Therapy--replaces PNB) $1.00 per test used
   (3) NIP --Nursing Including Pharmacology (Medical-Surgical Nursing; Maternal-Child Nursing; Pharmacology--replaces PNA) $1.00 per test used
   (4) Achievement Test in Elementary Psychiatric Nursing $.75 per test used

4. As soon as shipments arrive, check to be sure all materials requested have been received.

5. Invoices are issued after test results have been reported, and are based on the number of tests used, regardless of the quantity ordered.

NAME OF TEST	NUMBER NEEDED	TESTING DATE
PACE Pre-Admission and Classification Examination		
TUC Three Units of Content (replaces PNB)		
NIP Nursing Including Pharmacology (replaces PNA)		
Achievement Test in Elementary Psychiatric Nursing (This test was prepared for use with psychiatric aides)		

SEND TEST
MATERIALS TO: ____

(Please print Name, Position, and Institution)

____

(Address, City, State, and Zip Code)

SEND TEST
REPORTS TO: ____

(Institution, City, and State)

SEND TEST
INVOICES TO: ____

(Institution, City, and State)

If this order must be sent by air or by special delivery to meet the designated testing date, will the adressee agree to pay postage or express charges ?
YES________ NO________

Signed______________________________Position______________Date____________
2/66

GRADING SYSTEM

Academic and performance standards for the practical nursing student should be discussed with the superintendent and the advisory committee prior to the beginning of the class. An appropriate grading system should be adopted for the class in accordance with the rules and regulations of the local board of education.

Suggested Grading System

94-100	A
87-93	B
81-86	C
75-80	D
Below 75	F

Students must make a passing grade in each subject to remain in class.

SPECIFIC DUTIES OF THE INSTRUCTOR

Classroom Responsibility

- Study the course outline and determine the number of hours to be allotted to each class. At this time it is well to decide the important points in each outline and the factors that may be combined. These outlines were developed in group conferences and there are many times when the individual instructor may wish to combine, add to or delete certain material. Individual differences in students, differences in available facilities in hospitals may necessitate a subject being taught differently. One must evaluate the material that is essential and that may need repetition for good patient centered teaching.
- Study the objective or objectives of each course outline and be sure the planned instruction will meet the objective or objectives of the outline.
- Determine the reference books to be used in planning lessons and the one to be used for class assignment. An assignment should always be made from the textbook. These students do not have time for an abundance of outside reading so choose it wisely. The study hour may be used for assignments that are essential.

- Introduce a dictionary and encyclopedia. Show the students how to use each and also teach them how and where to find material on different subjects that may be needed when they are practicing practical nursing.

- Outline each class topic and the number of minutes or hours to be devoted to this topic. Planning the lesson will save valuable time both for the instructor and the student.

- Obtain books and periodicals from the hospital, physicians, dietitians, the school system, and the Regional Library in your community.

- Select the film you will use and the date they will be used. The films should be ordered in advance. The agency loaning the film will let you know if it is not available and you will be able to make other arrangements for the class hour.

- Collect as much of the material for demonstration lessons as is possible from the hospital and the central supply room so that it will be convenient when needed. Some of this material is disposable and some will have to be returned. Arrangements are to be made with proper hospital authorities for the loan of hospital equipment for demonstration purposes. Some of these demonstrations using hospital equipment may be more easily planned in the hospital situation.

- Plan the work the student will be required to do in a workbook or notebook. Suggested workbooks are available. The instructor may wish the student to make his own workbook.

- Plan the field trips in advance. You may not be able to take advantage of all of them but use the ones you feel will mean the most to your students.

- Regulations for all classes, that is, the time class begins, roll call, note taking, group participation, assignments for study hour, laboratory demonstrations, clinical teaching, notebooks, and assignments of daily work should be made. Be sure each student understands all assignments.

- The construction of tests and examinations should be planned, also the time allotted to each and the date they are to be given. Practical tests should be given each student and the result of the practical test should be a part of the final grade. Tests and examinations should be prepared in advance. A few tests are available from the State Office. Plans should be made for reproducing tests so that objective type tests may be given.

- Check the visual aids that are recommended on your course outline. Some of these are available from the State Office and some may be available from the local school system. You may also wish to use material available from certain agencies. Names and addresses of these agencies are given.

- A suggested plan for the number of hours of demonstration is available. Decide if this will fit your particular class. One will need to consider the number of patient units per student. There are many times when facilities are available in the hospital for teaching procedures and time and effort can be saved by planning to use these facilities.

- Decide on the class work that will be lecture. Prepare lectures in advance. Instruction sheets may be used and these also may be prepared in advance. Opaque projectors are available and the outline of the class may be used in this way.

- A plan should be prepared by the instructor showing an outline of the entire curriculum.

- Keep a daily attendance record. This should show the number of days present, absent or ill and the number of class hours in each subject. The results of examinations and tests should be recorded. This record may be obtained from the local school administrator.

- Available for recording is a form for the day, subject and number of hours of each subject taught.

- Begin each class on time. Assign students in groups of two or three to keep classroom and demonstration room in order. The instructor should plan each day's work in accordance with prepared outline. Demonstration material should be complete before class begins.

Clinical Supervision

- The instructor is responsible for clinical experience of each student. The assignment of patients should be made with this factor determining the assignment. The assignments should be made so that there is patient centered teaching.

- A chart showing the rotation of each student through the clinical services shall be planned by the instructor. This should be prepared in cooperation with the Director of Nursing Service or someone to whom she has delegated this responsibility. A small chart that may be used for this purpose is available. Exhibit K, Page 119. There is also a larger identical chart available.

- It is well to plan a chart showing the completion of nursing procedures. The same chart that is shown as Exhibit K may be used.

- The student must keep a record of patient care days as this has to be recorded on the final summary records and State Board application. A booklet titled "Practical Nurse Education Program" should be utilized for this record. It is not reproduced as a part of this publication. You may request this booklet through your regional supervisor.

- Plan for student to have classroom instruction in advance of clinical experience.

- Teach again on-the-spot before going to the bedside. If a procedure is being done, review purpose, equipment, step by step of procedure, after care of patient and equipment and recording.

- Go to the bedside and do the procedure yourself introducing the student, telling the patient what you are going to do. Let the student observe. The instructor will have to evaluate each situation and depending on the patient, may or may not teach while at the bedside. Complete the nursing care or procedure, make the patient comfortable and record what has been done.

- Have a conference away from bedside listing the important steps, reaction of patient, signs and symptoms or other pertinent observations again, depending on the situations. Plan this conference immediately as it will be more valuable to the student.

- The next time this procedure is to be done use the same technique but have the student do it.

  There may be times when patients ask questions and the students need help. Afterwards discuss the situation with the student. These circumstances are invaluable examples of on-the-spot teaching and should be used as often as possible.

- If the first procedures, as bathing the patient, are to be assigned, make plans to have only 2 to 4 students at a time. A four bed ward may be available. These assignments should be made in advance in cooperation with the head nurse.

Clinical Class (Ward Class)

- There are 95 hours allowed in the total Practical Nursing Curriculum for clinical teaching which is broken down as follows:

Medical Nursing	25 hours
Surgical Nursing	25 hours
Nursing of Children	25 hours
Mother and Infant Care	20 hours

PROGRESS CHART
AND
CONTENT ANALYSIS

COURSE
INSTRUCTOR
SCHOOL
DATE STARTED

INSTRUCTIONAL UNITS

NO	NAMES	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
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INFORMATION

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z AA BB CC DD EE FF GG HH II JJ KK LL MM NN OO PP QQ

TENNESSEE VOCATIONAL TECHNICAL EDUCATION TENNESSEE

- Clinical teaching may be defined as the process of relating nursing principles, skills, and knowledge to a real patient known to the student in the clinical agency. However, in some situations it may be impossible to provide a real patient to study. In this case a pseudo case history should be provided. There are a number of books that give patient centered approaches that may be utilized for this method of teaching. In this "patient-centered approach" the student has an excellent opportunity to develop skill in attempting to analyze and to solve nursing-care problems.

- Clinical teaching should be organized and planned in a regular class period for the total class emphasizing student participation. As there are representative diseases in each service, plan the clinical teaching around these conditions. When students are assigned to patient care similar to those being discussed in class, the patient's problems are frequently solved for the student rather than by the student. The content should give the student an opportunity to recognize patient problems and to develop skill in planning individual nursing care. Perhaps the students could be assigned to conduct the clinical class by presenting one of their written care plans on a rotating basis. The instructor in this instance could serve as a resource person. Stress the reasons for certain treatments and procedures and investigate the desired results--make the students think. When the student states that Mrs. X is on Thorazine 10 mgm tid--determine the reasons for the drug, the desired results, the normal dosage, and the side effects. Do not permit the student to merely copy the patient's chart and present the information to the class, insist upon clarification of all medical terms and nursing procedures.

Nursing Care Plan

Each student is required to write at least one nursing care plan in medical nursing, surgical nursing, mother and infant care, and nursing of children. In organizing the information to compose the nursing care plan, the instructor should emphasize the material to the patient's problems, behavior, and needs. See exhibits on following pages.

DAILY NURSING CARE PLAN

Date:____________________

Name:____________________ Age:________ Room:____________

Nursing Care Situation:____

Mental Health Concepts:____

123

	Needs		
Doctors Orders	Physical	Emotional	How Needs Are Met
Diet: ________			
Activity: ________			
Medications: ________			
Treatments: ________			
Special Requests: ________			

DAILY NURSING CARE PLAN

Date:

Name: Age: Room No.

Nursing Care Situation:

Mental Health Concept:

Physician's Orders	Needs		
Diet:	Physical	Emotional	How needs are met
Treatment:			
Medication:			
Activity:			
Special requests:			

Student's Signature

PN Form--NCP
4-73
200

STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
Division of Vocational Education
207 East Main
Murfreesboro 37130

Date:__________________

____
Name of Student

NURSING CARE PLAN

Objectives of Nursing

I. Study of the Patient

Diagnosis____________________Operation________________________

Date admitted__________________ Date Discharged__________________

Age______________Nationality______________Religion______________

A. Social History
   1. Occupation. Is it related to health problem?
   2. Standards of living. Home, neighborhood.
   3. Health habits
      a. Personal care of teeth, hair, nails, skin, etc.
      b. Nutrition. Weight, appetite, types of meals, food likes and dislikes, fluids
      c. Rest and sleep
      d. Elimination

B. Medical History
   1. Brief past history
   2. Present
      a. Symptoms, objective and subjective
      b. Laboratory findings
      c. Diagnosis
      d. Medications and treatments
      e. Diet

C. Observation of medical or surgical treatment, progress and results.

II. Nursing Care Plan

- A. In the hospital
  - 1. The effect the disease and the emotional outlook of the patient has on nursing care.
  - 2. Activities concerned with personal care
    - a. Regulation of environment
    - b. Care of skin, mouth, nose, nails, and hair
    - c. Body mechanics
    - d. Elimination, rest and sleep
    - e. Occupational and recreational diversion
    - f. Nutrition and fluids
    - g. Medication and treatment
  - 3. Special needs of patient
  - 4. Problems--approach
- B. In the home
  - 1. Plan nursing care with patient and with person who is responsible for nursing care.

III. Opportunities to Teach Patient

- A. Prevention
- B. Personal health
- C. Emotional health
- D. Home care

IV. The Disease

- A. Medical care
  - 1. Definition
  - 2. Related anatomy and physiology
  - 3. Etiology
  - 4. Signs and symptoms
  - 5. Treatment
  - 6. Complications

- B. Surgical care
  - 1. Diagnosis
  - 2. Operation
  - 3. Preoperative nursing care
  - 4. Postoperative nursing care
  - 5. Dressings
  - 6. Complications

PRACTICAL NURSE STUDENT EVALUATION

- The practical nurse student should be evaluated frequently. As the student rotates through the different clinical areas within the hospital, an evaluation of her progress should be made. It is recommended that at least one evaluation be done in the four major rotations that is: Medical Nursing, Surgical Nursing, Pediatric Nursing, Maternity Nursing and Administration of Medicines. The evaluation sheets may be distributed to the Head Nurses early in the program in order for them to become familiar with the content. The evaluation should contain comments from the head nurse and the instructor. It is most important that evaluation be discussed with the student in a conference. The student signature as well as the head nurse and the instructor should appear on the evaluation sheet.

- A sample evaluation is available from the Regional Office. However, the instructor should revise the evaluation to fit the existing situation.

There are several samples following this page.

STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL-TECHNICAL EDUCATION
HEALTH OCCUPATIONS EDUCATION
207 CORDELL HULL BUILDING
NASHVILLE 37219

PRACTICAL NURSE STUDENT EVALUATION

Name____________________ Class No.____________________ Hospital____________________

Service____________________ Inclusive Dates____________________

	1	2	3	Head Nurse	Instructor
1. Attitude	Indifferent	Lacks poise	Well poised		
2. Vitality	Listless, easily tired	Average activity	Energetic, always busy		
3. Appearance	Untidy	Usually well groomed	Always well groomed		
4. Response to Correction	Casual, Indifferent to direction	Accepts criticism. Not consistent in response	Profits by correction. Welcomes suggestions		
5. Punctuality	Frequently late	Occasionally late	Always punctual		
6. Rapidity	Wastes time in purposeless effort	Slow Routine worker	Carries assignments easily		
7. Work Organization	Does not plan work	Needs direction in planning	Plans work well. Completes work		
8. Personal Relations	Creates resentment	Does not win cooperation	Usually tactful, gets cooperation		
9. Adaptability	Adjusts slowly to new situations	Needs supervision in new situations	Carries new work easily		

	1	2	3	Head Nurse	Instructor
10. Technical Skill	Careless and awkward	Moderately skillful	Good technique		
11. Reporting	Does not report unfinished work	Forgets important details	Reports complete and dependable		
12. Dependability	Often not reliable	Assumes unwarranted responsibility	Most dependable		
13. Judgment	Poor judgment. Does not weigh values.	Good judgment in normal condition	Makes reasonable decisions		
14. Ambition	No interest in greater knowledge	Fails to take advantage of opportunities to learn	Makes use of opportunities to learn		
15. Application of knowledge	Frequently does not carry out procedures as taught	Carries out procedure as taught satisfactorily	Studies and carries out procedures with understanding		
16. Emotional stability	Easily provoked or becomes upset over little things	Emotions usually controlled	Emotions well controlled		

Comments:

This report has been discussed with me:

Signed____________________________
Student Practical Nurse

__________________________ R. N., Instructor

__________________________ R. N., Head Nurse

Student Performance Evaluation Profile

Instructions: Below are sets of descriptive terms. Each set is composed of two extremes on a five point scale. Evaluate the student on each. For example: If you perceive the ratee to be extremely talkative, place an X at the indicated degree as

Talkative ____ ____ ____ ____ ____ Quiet
5 4 3 2 1

Procedure: Making an Open Bed

a. Time

(Standard to be written by you)

Fast ____ ____ ____ ____ ____ Slow Comments
5 4 3 2 1

b. Sequence of correct steps

(According to procedure manual)

Fast ____ ____ ____ ____ ____ Slow Comments
5 4 3 2 1

c. Motion as Movements

(Standard)

Efficient ____ ____ ____ ____ ____ Inefficient Comments
5 4 3 2 1

d. Safety

(Standard)

Excellent Practice ____ ____ ____ ____ ____ Poor Practice Comments
5 4 3 2 1

e. Precaution

(Standard)

Always Careful ____ ____ ____ ____ ____ Careless
5 4 3 2 1

EVALUATION OF CLINICAL EXPERIENCE

TASK--TAKING ORAL TEMPERATURE

Yes______No______ 1. Check doctor's orders.

Comments________________________________

Yes______No______ 2. Wash hands.

Comments________________________________

Yes______No______ 3. Read thermometer before using.

Comments________________________________

Yes______No______ 4. Wipe thermometer.

Comments________________________________

Yes______No______ 5. Place thermometer under patient's tongue.

Comments________________________________

Yes______No______ 6. Leave in place for 3 minutes.

Comments________________________________

Yes______No______ 7. Read thermometer.

Comments________________________________

Yes______No______ 8. Wipe thermometer.

Comments________________________________

Yes______No______ 9. Record temperature.

Comments________________________________

10. Patient's reaction.

Comments________________________________

STUDENT WORK EVALUATION

Name of Student ______________________________
Last First Middle

Instructor ____________________ / Course ____________________

Report Period Date ____________________ / ____________________
From To

Characteristics	Exceptionally Good	(5)	Above Average	(4)	Average	(3)	Below Average	(2)	Exceptionally Poor	(1)
Interest in Work	Enthusiastic		Interested		Average		Indifferent		Not Interested	
Personal Appearance	Superior		Very Neat		Neat		Poor		Untidy	
Ability to Learn	Very Quick to Learn		Quick to Learn		Average		Slow to Learn		Very Slow	
Working with Others	Excellent		Good		Average		Poor		Timid	
Quality of Work	Very Accurate		Accurate		Average		Inaccurate		Careless	
Reliability	Very Dependable		Dependable		Satisfactory		Irregular		Unreliable	
Output of Work	Very Rapid		Rapid		Average		Slow		Very Slow	
Initiative	Excellent		Good		Fair		Poor		Hopeless	
Profit by Criticism	Exceptional		Good		Ordinary		Poor		Rash	
Conduct	Exceptional		Good		Average		Poor		Troublesome	

Totals ______________________________

REMARKS

Written Test Grade Average ____________ Performance Test Grade Average ____________

Attendance Record

Days Absent this period ____________

Days Late this period ____________

Signature of Instructor ____________

Signature of Student ____________

Head Nurse ____________

Student Evaluation Name ______________________________ Class ______________________________

Evaluation Period Begin ______________________________ End ______________________________

Instructor ______________________________

Mark an "X" in the appropriate square

Industry & Energy	Lazy	Indifferent	Average	Hard Worker	Exceptional
Learning Ability	Not Capable	Does not try	Learns Slowly	Average	Above Average
Dependability	Not Reliable	Frequently Unreliable	Requires Prodding	Utilizes Supervision	Works on His Own
Initiative	None	Loafs	Wastes Time	Fairly Efficient	Efficient
Care of Tools & Equipment	Wasteful	Careless	Occasional Concern	Careful	Efficient
Safety	Disregards Rules	Careless	Not Consistent	Observes Rules	Safety Conscious
Knowledge of Subject	Inadequate	Progress	Fair	Good	Superior
Attendance	Inadequate	Poor	Fair	Good	Perfect Attendance
Punctuality	Inadequate	Poor	Fair	Good	Perfect
Appearance	Unclean & Untidy	Clean & Untidy	Clean & Neat	Sets an example	An Inspiration
Personality	Impudent & Surly	Resists Instruction	Average	Congenial	Highly Cooperative
Work Relationships	Does not Get Along	Sometimes Troublesome	Average	Works Well With Others	Displays Leadership

This student's greatest problem is ______________________________

____

I feel that this person (can, cannot) be recommended for employment in this line of work

because: ______________________________

Other Comments : ______________________________

COUNSELING

Objective: To acquaint the instructor with the guidelines to counseling and with the different ways of counseling.

The quality of nursing care given patients depends on the performance of each student and the development of every student's potential. Because of this, the instructor finds that counseling becomes a necessary part of patient care.

- Guidelines to Counseling
    - Prepare for the counseling session.
        - Hold a session as soon as possible while the material is fresh in mind.
        - Select a suitable place.
          Go "all out" for frank discussion.
          Privacy and freedom from interruption are essential.
        - Select a suitable time.
          Discussion will be hampered if work pressures keep either party from concentrating.
        - Have the facts.
          Be clear about the strong and weak points that you plan to talk over with the student.
        - Be prepared to be disagreed with.
          It is not always possible to conduct a counseling session on a pleasant note.
        - The student could be asked to review his own performance before a counseling session. This technique often creates a less defensive nature.
        - Two factors of vital importance are to be discussed with the student; his job and his future in it.
    - Create an appropriate atmosphere.
        - Being relaxed helps the student relax.
        - Genuine interest will make the counseling more productive.
        - Understanding the student and what makes him unique is basic. The instructor must work at this understanding, deliberately and diligently.
    - Bring out the purpose of the counseling.
        - The ultimate purpose will always be the student's growth, and saying this tells that you and the nursing administration are interested in him as an individual on the job.

  - If the counseling is student-initiated, the purpose still should be clarified.

- Bring out the facts for joint examination.

  - Point out consistent patterns which either indicate progress or problems.

- Listen with a purpose.

  - Do not talk excessively.
    Allow for a two-way communication.
  - Attentive listening conveys to the student that what he has to say is important, and that he is important.

- Arrive at a plan for further development and improvement.

  - Have concrete plans whereby improvement can be effective for the given individual.
  - Offer proper guidance.
  - Outline the steps in the improvement plan.

- Close the session.

  - Summarize what has taken place yourself.
  - Ask the student who is being counseled to summarize what has taken place. This should reveal how much the person has understood and accepted.

- Prepare for follow-up.

  - No counseling session is complete until a follow-up has taken place.
  - Note acceptance of the counseling.
  - Note degree of growth witnessed in the session.

- Direct Counseling

Direct counseling is a conversation in which the instructor attempts to help the student grow by advising, telling, instructing or suggesting the "what" and the "how." This counseling has been referred to as the teacher-centered approach, because it is the teacher who is giving the advice facts, etc. The teacher may find it necessary to draw out information from the student and this is best done by direct counseling. It is the more educational approach to counseling since it is informal. The student is often advised of decisions made for him. Some indications for this counseling are as follows:

  - When there is little reason to hope that the student will show much insight in his work situation.

  - When the student has a rigid set mind.

  - When the student is indecisive.

  - In emergency situation.

  - In disciplinary problems.

- Nondirective Counseling

  The nondirective approach to counseling places emphasis on relationships. This method is used to help the students grow and develop in terms of self-direction. Techniques for nondirective counseling are:

  - Be genuine.
    There is no room for one attitude or feeling while holding another.

  - Be accepting and liking of the student.
    Acceptance insures a feeling of safety.

  - Be understanding.

    - Listen with undivided attention and in a manner to show that you believe in him and his ability.
    - Listen to actually grasp what is being said. Do not comment or question on something other than the subject at hand.
    - Listen for what is not said, or said only with difficulty.
      The fact that something is difficult to discuss may mean it has a very significant importance to the student.
    - Listen for those things conveyed by means other than words such as; emphasis on certain words, hesitation in speech, inappropriate gestures, and a change in vocal pitch.

  - In nondirective counseling the instructor talks or asks questions.

    - When the student seems to want to say something.
    - To direct the conversation to the topic to be discussed.
    - To clarify.
    - To give approval.

- On-the-Spot Counseling

  On-the-spot counseling is uncomplicated, simple, and done so many times a day that you may be slow to recognize it as counseling at all.

This type of counseling has as its aim the development of personnel who are self-reliant and capable of helping themselves. There are a number of purposes to on-the-spot counseling. Foremost among these are:

- To give information, or to give facts.
- To get information or facts.
- To interpret facts.
- To give advice.
- To help solve a problem or improve a situation.
- To correct performance, or to correct an action.

- Long-range Counseling

Long-range counseling is concerned with the total picture of a student's performance on the job. It is most often done in a formal manner. It may be built on an accumulation of previous on-the-spot sessions. The purposes of long-range counseling are broader and more inclusive than those listed for on-the-spot counseling, but they are not different. The goals are:

- To help the student do a better job.
  This means making sure that the tasks and standards of the job are clearly understood by the student.
- To give the student a clear picture of how he is performing. Emphasis is placed on strengths as well as weaknesses of the individual.
- To develop an effective and strong relationship between the teacher and the student. Counseling sessions provide an opportunity to demonstrate the instructor's approachability and to inspire confidence in the student.
- To reach an agreement on plans for improvement in the student's overall performance. Acceptance and understanding will inspire the student to assume some real initiative.

- Concerning Attitudes

- All counseling concerns itself with attitudes. Only as attitudes change can behavior on the job change. It should always be possible to leave a student feeling better. He should know exactly where he stands.

- Selecting the counseling approach means knowing the personnel for whom you are responsible. With one student, successful counseling may mean giving support. With another student, telling, advising, and defining may be needed. The judgment to determine which approach to use is as exacting as the counseling itself. There is value in a combination of direct and non-directive techniques. The teacher should never be inflexible in her choice of a counseling method.

PSYCHIATRIC AFFILIATION

The Hardeman County Board of Education in cooperation with the Tennessee State Board for Vocational Education is providing a psychiatric nursing affiliation for practical nursing students and licensed practical nurses. The training facility will be Western State Psychiatric Hospital, located near Bolivar, Tennessee.

This is a six week affiliation available for those students wishing to participate during the last three months of their class and for graduate practical nurses. The course will consist of 64 clock hours of classroom instruction and 176 hours of clinical experience for a total of 240 clock hours. Evaluation records for the individual student will be forwarded to the instructor after completion of the student's affiliation.

Applications must be filed prior to admission to the training programs. Date applications for the class you wish to attend.

The students will be paid a stipend of approximately $60.00 per month and furnished room, meals, laundry facilities, bedding and towels by Western State Psychiatric Hospital.

This program is approved by the Tennessee Department of Mental Health, The Tennessee Board of Nursing and the Tennessee State Board for Vocational Education.

The following policies apply to the practical nursing student, graduate or the licensed practical nurse accepting a psychiatric nursing affiliation at Western State Hospital:

1. Stipend--approximately $60.00 per month.
2. Room, meals, laundry facilities, linens and towels are furnished.
3. Textbooks are furnished.
4. Be sure to include Social Security Number on application form which must be filed PRIOR to scheduled class date.
5. Emergency medical services are available to students.
6. Each student is expected to provide for their own hospitalization.
7. Classroom work is included in the 40 hour work week with every Saturday and Sunday free.
8. Each student must provide their own transportation to and from Western State Hospital.
9. Students are to arrive no later than 12:00 noon at the Administration Building on the first day of class.
10. Regulation uniform will be worn.
11. Other than above mentioned, students will probably need iron, radio, lamp, and swimming suit. A heated pool is available.

12. Students will also need classroom supplies, paper, notebook, pencils, pens, etc.

For additional information and/or class schedules, contact your Regional Supervisor.

UTILIZATION OF RESOURCE TEACHING PERSONNEL

In teaching a class of student practical nurses, the instructor must develop the basic nursing skills, safety, judgments, integrity, technical knowledge, and related health information. This will enable the students to satisfactorily pass the State Licensure Examination, and thus, fit them for useful employment as licensed practical nurses.

Where there is only one instructor, you may wish to utilize resource teachers. It is suggested that instructors limit the number of resource teachers. The instructor should provide the greater part of the classroom instruction herself. One of the prime reasons for this is that many times valuable class hours are wasted because the instructor has failed to inform the invited speaker of the material that should be covered. If resource teachers are to be used, first they should be given an outline on what to teach. Next, they should be told of methods of instructing they might use in order that the students can profit from the instruction. The instructor should then have a discussion period following, with an oral or written quiz to test for that class period. The individual instructor must decide who may best give her class the benefit of valuable "outside" teaching that will coincide with her own course outline. One word of caution here, she must be tactful if she utilizes hospital personnel. Feelings of jealousy and resentment may develop, especially in the smaller hospitals. It should be mentioned that many physicians, if asked to teach a class, have more interest in the students, thereby seeking them out for further clinical teaching.

The following are some of the sources for resource teaching personnel:

- Orientation to the Hospital

  The hospital administrator may be introduced and welcome the student nurses. He may speak of the various departments and the type hospital that it is. The students should be prepared to ask questions and a discussion should be conducted following the talk.

- Nutrition and Diet Therapy

  Any qualified home economics teacher, dietition, or nutritionist can prove very helpful with this particular subject.

- Common Emergencies

  A qualified Red Cross First Aid Instructor is trained to teach First Aid. This training is a vital part of nursing. Medical Self-Help, a 12 hour course taught by Civil Defense is excellent.

Personal and Community Health

Public health nurses and other appointed community health officials can do much in teaching any group of the health facilities in their own communities.

Body Structure and Function

Physicians are most qualified to discuss the more difficult physiology of the human body. It is definitely essential they be aware of what to cover and in terms the students understand.

Behavior and Working Relations

This subject should be taught the full thirteen months. The Director of Nurses or supervisors may assist in this topic.

Mental Nursing

A trip to the Mental State Hospital may be included. Allow for a discussion period between students and a qualified psychiatric instructor. Questions given to the students following, then a discussion period brings out personal reactions and completes a basic orientation to that field of nursing.

REFERENCES

Tennessee State Plan

Nutrition in Health and Disease, Cooper, Barber, and Mitchell

Body Structure and Function, Ferris and Skelley

First Aid Manual, American Red Cross

Personal and Vocational Relationships for Practical Nurses, Bush

Conference Workshops

GRADUATION EXERCISE FOR PRACTICAL NURSE STUDENTS

Graduation exercises are to be held at the completion of a class unless it is a city program and one graduation is planned for all of the graduates during the year. It will give the students a sense of satisfaction of completing the program. This is an excellent publicity medium. The following factors should be considered when planning a graduation exercise.

Dress

The type of dress worn is optional with the instructor/coordinator and the students. If white uniforms with the suggested cap are worn, the caps must be ordered early from the Tennessee Licensed Practical Nurse Association.

Diplomas

Form No. HO2-CR should be requested from the State Supervisor's Office to obtain the diplomas or certificates. It should be completed and returned to the State Supervisor's Office at least four weeks before the date the certificates are to be used. The certificate or diploma should be appropriately signed. Exhibit L, Page 165 . Obtain copy of current diploma for exhibit.

Date

Each instructor/coordinator may set the date for her individual program.

Time

The time is optional, it may be in the morning, afternoon, or evening. This will depend on the availability of the speaker and the desired place.

Physical Setting

Seating space and arrangement, public address system, stage arrangement, ventilation, heating, lighting, parking space, and availability should be considered for the physical setting. A school auditorium is suggested for the program. The physical plant should be reserved long enough in advance to insure the use of it.

HOE-CR
Revised 1/67

Exhibit L

STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL-TECHNICAL EDUCATION
HEALTH OCCUPATIONS EDUCATION
207 CORDELL HULL BUILDING
NASHVILLE 37219

Date________________

Type of Program__________

TO: Health Occupations Education
207 Cordell Hull Building
Nashville, Tennessee 37219

REQUISITION FOR CERTIFICATES OR DIPLOMAS

The students listed below will soon complete their prescribed training program and we would like to issue them State Board for Vocational-Technical Education Certificates.

	NAME	ADDRESS		NAME	ADDRESS
1.			11.		
2.			12.		
3.			13.		
4.			14.		
5.			15.		
6.			16.		
7.			17.		
8.			18.		
9.			19.		
10.			20.		

Training started_________, 19____; was completed_________, 19____; certificates to be issued__________, 19____.

I certify that the above students will complete the pre-employment training course prescribed by the State Board for Vocational Education, being conducted by the________Board of Education of_________, Tennessee.

By Instructor________________________________
(Signature)

Supt. of Schools, Local Director, or Principal________________________________
(Signature)

Decorations

Decorations should be appropriate for the occasion. Green and white flowers and ribbon may be used. It is suggested that the graduates not wear flowers if they are in uniform.

Program

The program may follow any form the instructor/coordinator may desire, as to length, speakers, music, etc. The following is a suggested outline for a program:

Invocation
Music--Glee Club, Solo, Band, etc.
Introduction of Speaker
Speaker
Music
Presentation of Class
Presentation of Certificates
Benediction

The speaker should be someone interested in the program. The instructor/coordinator may act as master of ceremony or she may ask someone else connected with the program. The class may be presented by the instructor/coordinator and then the certificates may be presented by the superintendent of schools, state or regional supervisor of health occupations education.

The benediction may be said by the same minister that asked the invocation, or someone else may be asked to participate. The students, graduates, professional nurses, and other hospital personnel may be asked to assist with the program as ushers, at the reception, etc.

When the date is set and the speaker and place assured, the programs should be printed, giving the printers at least three (3) weeks to print the program. The programs may be printed in any type print. (The printer will have suggestions and will advise you on this.) See Exhibit M, Page 239.

The following two-fold program is suggested:

Exhibit M

(Cover)

THE TENNESSEE BOARD FOR VOCATIONAL EDUCATION IN COOPERATION

WITH

THE (CITY OR COUNTY) BOARD OF EDUCATION

AND

THE (COOPERATING) HOSPITAL

PRESENTS

GRADUATION EXERCISE

OF

PRACTICAL NURSE CLASS

DATE
TIME
PLACE

(Inner Fold)

Invocation - - - - - - - - - - - - - - - Local Minister

Music - - - - - - - - - - - - - - - - - -

Introduction of Speaker - - - - - - - - - Master of Ceremonies

Speaker - - - - - - - - - - - - - - - - -

Music - - - - - - - - - - - - - - - - - -

Presentation of Class - - - - - - - - - - -

Presentation of Certificates - - - - - -

Benediction - - - - - - - - - - - - - - -

The roster may be placed on a program if desired. It may be placed on the back of the front fold. If a reception is to be held for the public, it may be printed on the program.

Publicity

When the date, time, place and speaker have been established, a notice should be given to the newspaper and radio. Publicity should be started approximately three (3) weeks before the program is to be held. The first release could give the basic facts about the exercise, with subsequent releases giving the program and a few pertinent facts about the speaker, roster, and a background of the Practical Nurse Program.

A graduation exercise will take time and effort by the instructor/coordinator but with planning it can be a rewarding finish for a worthy program.

CAPS FOR GRADUATE PRACTICAL NURSES

The cost of the cap is $3.50 each. The cost of the tunic or sleeve insignia for men is $.25 each. Money orders or checks must be made payable to TLPNA Cap Fund.

Instructors should order caps and insignias well in advance of graduation. Acquisition and distribution of caps by a certain date cannot be promised unless these items are ordered at least four months in advance.

Order from:

Tennessee Licensed Practical Nurses Association
Suite 301
1600 Hayes Street Building
Nashville, Tennessee 37203

GRADUATE PINS

A pin has been designed for the student who has successfully completed the course. This pin may be purchased from:

Mr. Bob Smiley
Herff-Jones Company
Room 606
1717 West End Building
Nashville, Tennessee 37203

The price of the pin is approximately $27.95 including tax, but does fluctuate from time to time. This price includes three initials.

You should order pins six weeks in advance of the date you want them.

TENNESSEE BOARD OF NURSING

Records to Tennessee Board of Nursing

The application to take the State Board examination is supplied by the Board of Nursing. The instructor is responsible for the completion of this application. The Board of Nursing also supplies a manual for use by the instructor. This is mailed directly to the instructor from the Board of Nursing upon notification of beginning of the class by the State office. The manual contains all the information needed in regard to State Board records. See examples on the following pages.

MINIMUM REQUIREMENTS FOR A PRACTICAL NURSING PROGRAM

Control and Administration

Minimum Requirements for a Practical Nursing Program as stated by the Tennessee Board of Nursing in its "Rules and Regulations of the Tennessee Board of Nursing" booklet dated August 8, 1968.[3]

Schools for practical nurses shall be under the control of some form of managing board or committee whose chief interest is the preparation of the practical nurse. An advisory committee should be set up to aid the controlling body. This committee should be made up of two or more representatives from the medical and nursing professions, from general education, from the Tennessee Licensed Practical Nurses' Association and from the lay public. The principal or director of the school should be a member with vote. Members of this committee should be appointed by the sponsoring agency for a specified length of time. This committee should be organized with a chairman and secretary and should meet at regular intervals. Minutes of all meetings must be kept on file. The functions of the committee may include:

1. Interpreting the aims of the school to the public.
2. Safeguarding the interests of the school.
3. Evaluating the school and recommending necessary changes.
4. Facilitating equitable working and financial relationships between the school and the clinical fields.
5. Seeing that the requisite teaching staff is maintained.
6. Aid the faculty in formulating policies of the school and supporting the faculty in maintaining these policies.

---

[3] Tennessee Board of Nursing. Rules and Regulations of the Tennessee Board of Nursing. Dated 1968

TENNESSEE BOARD OF NURSING
Nashville, Tennessee 37219

TO: Instructors and Coordinators

FROM: Executive Director
Tennessee Board of Nursing

SUBJECT: L.P.N. STATE BOARD EXAMINATION

The next L.P.N. State Board examination has been scheduled to be given - Date ____________________ Place: Nashville, Tennessee Application and fees must reach this office one month prior to examination date, which is ____________________. If course has not been completed by ____________________, a student application, fees and pictures must be filed. However, permanent applications must reach us before the examination date.

We must have the following information:

a. Number of Student Applications you will need __________

b. Number of Permanent Applications you will need __________

c. Number of Permit Applications you will need __________

d. List of students and their addresses completing course by examination date and plan to write the next Tennessee State Board examination.

e. Expected date of graduation ____________________.

PHOTOGRAPHS: When applications are submitted (student or permanent, whichever is sent first) enclose two (2) photographs not to exceed 2 1/2" by 2 1/2" in size signed front of picture by Candidate and Instructor/Coordinator of Practical Nursing. Please indicate on back date picture taken.

Please complete and return this form by return mail:

SCHOOL: ______________________________

ADDRESS: ______________________________

____

SIGNED: ______________________________
Instructor/Coordinator

Date ____________________

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Tennessee Board of Nursing

NASHVILLE, TENNESSEE 37219

APPLICATION FOR A LICENSE TO PRACTICE AS A LICENSED PRACTICAL NURSE BY EXAMINATION

Have you written the NLN State Board Test Pool Examination for Practical Nurse Licensure before ________ or have you written any Licensing Examination for Nursing before ________.

Date(s) ________________

I hereby make application for a license to practice as a Licensed Practical Nurse in the State of Tennessee by Examination.

Signature ________________ Social Security No. ________

Date: ________________

Print Name ________________
First Middle Maiden Married

Place of Birth ____________ Date of Birth ____________

Address License to be sent ________________
Street and Number or Rural Route

____
City County (State) (Zip Code)

I. GENERAL EDUCATION:

A. High School Date Entered ________ Name of School ____________

Date Completed ______ Date Received Diploma ______ No. Yrs. Attended __

Location ________________

B. Equivalency-G.E.D. Test Scores ______ Date Test Administered ________

C. College or University ______ Date of Degree ________ No Credits Toward Degree ______
Yes or No

II. PRACTICAL NURSE TRAINING:

A. Name of Practical Nurse School granting Certificate ____________

Address ________________

Hospital ________________

Length of Course ______ Date Entered ________ Date Completed ________

B. State Board for Vocational Education—Tennessee Practical Nursing Program

Location Where Given: ________________
Hospital City

Length of Course ______ Date Entered ________ Date Completed ________

AFFIDAVIT

State of
County of } S.S. My Commission Expires ____________

________________ personally appearing before me, being duly sworn says that ________ is the person referred to in the foregoing application for a License as a Licensed Practical Nurse in the State of ____________ ; that the statements are true to the best of ______ knowledge and belief; that ______ has read and understands this affidavit.

Sworn to before me this ________ day of
________________, 19____

(SEAL)

____
(Notary Public)

TO BE COMPLETED BY SCHOOL OF PRACTICAL NURSING.

Name of Student ______________________________

A. If student transferred to this program from some other school:

Name of School ______________________________

Location ____________________

Date of Entry ______________ Date of Withdrawal ______________ Time Credit Allowed ______________

B. UNITS OF STUDY — Clock Hours of Instruction

Nursing Principles and Skills ______________

Personal and Community Health ______________

Behavior and Working Relations ______________

Nutrition ______________

Mother and Infant Care ______________

Nursing of Children ______________

Common Emergencies ______________

Nursing of the Aged and Handicapped ______________

Body Structure and Function ______________

Medical and Surgical Nursing ______________

Diet in Disease ______________

Administration of Medications ______________

Mental Nursing ______________

Communicable Disease Nursing ______________

Clinical Teaching:

Medical Nursing ______________

Surgical Nursing ______________

Mother and Infant Care ______________

Nursing of Children ______________

Elective Theory ______________

State Board Review ______________

TOTAL ______________

C. AFFILIATIONS

Service	Institution	No. of Beds	Daily Patient Average	Hours of Instruction	Length of Service Weeks

CLINICAL TRAINING. If training was in more than one hospital give information for each institution. (This does not apply to Affiliations.)

Hospital ____	Hospital ____
Location ____	Location ____
Daily Pt ____	Daily Pt. ____
Average: Med. ____ Surg. ____ Obs. ____	Average: Med. ____ Surg. ____ Obs. ____
Ped. ____ Total ____	Ped. ____ Total ____
If Ped. is not segregated give No. pts. cared for by this Student ____	If Ped. is not segregated give No. pts. cared for by this Student ____
Give No. days nursing care ____	Give No. days nursing care ____
Rotations ____	Rotations ____
Service ____ Hrs. of Instr. ____ Weeks ____	Service ____ Hrs. of Instr. ____ Weeks ____
Medical ____	Medical ____
Surgical ____	Surgical ____
Peds. ____	Peds. ____
Obs. ____	Obs. ____
No. mths. in Hosp. ____ Hrs. Work Wk. ____	No. mths. in Hosp. ____ Hrs. Work Wk. ____

(This application must be signed by the Instructor or Coordinator of the School of Practical Nursing.)

I hereby certify that ____ completed the course in Practical Nursing and was awarded a certificate dated ____. He/She is in good physical and mental health, the date of the last physical examination being ____

Signed: ____

Date ____

____
School of Practical Nursing.

(SEAL)

Information

1. A practical nurse cannot lawfully practice in the State of Tennessee unless licensed by the Tennessee Board of Nursing.
2. Applications and examination fee of $20.00 in the form of a post office money order or cashier's check payable to the Tennessee Board of Nursing must be on file with the Board on or before specified filing date.

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Name	
License No.	
Issued	
Fee	
Examined	
Repeated	
Failed	
Withdrawn	
Fee Returned	
Permit No.	
Permit Expiration Date	

EXAMINATION RESULTS

Series No.	
1st Exam.	
2nd Exam.	
3rd Exam.	

Tennessee Board of Nursing

Executive Director.

(For Use of Director Only)

Tenn. Board of Nursing
301 - 7th Avenue North
Capitol Hill Building
Room 354
Nashville, TN 37219

PERMIT APPLICATION - PRACTICAL NURSING

1. A new graduate and expect to write next State Board examination.

Yes ( ). No ( ). Date of Graduation: ____________________

____
(School of Nursing)

____
(Address)

2. Licensed in another state and requesting endorsement. (Application must be on file.)

Yes ( ). No ( ).

****

I expect to be employed by: ____
(Name) (Address) (Telephone)

****

Signed: ____

____
(Street) (City) (State) (Zip Code)

****

Please notify the Board if you change place of employment before securing your permanent license, giving School of Nursing name when writing the Board.

****

Permits to graduates scheduled to write STATE BOARD EXAMINATION are issued ONLY after GRADUATION on RECEIPT of PERMANENT APPLICATION. Permits are $5.00.

****

Graduates who have failed the STATE BOARD EXAMINATION are NOT eligible for permits. Permits are issued one time only and are not renewable. If examination is failed Permit must be returned to the Board.

For use by the
TENNESSEE BOARD OF NURSING only -

Permit Number: ____________________
Permanent Application ____________________
Fee: ____________________

TENNESSEE BOARD OF NURSING

NASHVILLE, TENNESSEE 37219

STUDENT APPLICATION

PRACTICAL NURSING

THIS PART TO BE COMPLETED BY THE STUDENT.

I hereby apply to write the State Board examination:

________________________________, 19____.
Month Day

Signed ________________________________
Student's Name

Address ________________________________
Street

____
City State Zip Code

THIS PART TO BE COMPLETED BY THE COORDINATOR/INSTRUCTOR OF THE SCHOOL.

I HEREBY CERTIFY THAT (sign your full legal name)

Name ________________________________
Given Maiden Married

a student in the ________________________________ School of Practical

____
City State

Nursing is expected to complete the course on ____________________
Date

I CERTIFY THAT ______________ is in good mental and physical health.

Signature ________________________________

School ________________________________

Address ________________________________

Date ________________________________

NOTE: The course must be completed and the permanent application filed *seven* days prior to the date the examinations begin.

The examination fee of $20.00 must be filed with this application.

• • • •

A PERMIT CANNOT BE ISSUED ON THE BASIS OF THIS STUDENT APPLICATION.

WHEN WRITING THE BOARD OF NURSING OFFICE, PLEASE GIVE YOUR SCHOOL AT ALL TIMES.

INVENTORY

The instructor is responsible for all teaching aids furnished by the State. A complete inventory should be made and kept up-to-date on all teaching aids received from the State. A form is available for this and should be utilized. From time to time the instructor will be asked to send to the State Office an itemized list of the teaching aids that are in use by the class. (Exhibit N, Page 187)

PN FORM VE
Revised 7/67
9/68 300

STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL-TECHNICAL EDUCATION
207 CORDELL HULL BUILDING
NASHVILLE 37219

Exhibit N

INSTRUCTOR:____________________ DATE:____________________

HOSPITAL:____________________

BOARD OF EDUCATION:____________________

INVENTORY

Title of Article or Book	Code Number	Number on Hand

EXTENSION OR SUPPLEMENTARY CLASS

Extension or supplementary classes for licensed practical nurses who are employed are available through your local board of education. The main objective of a supplementary class is to update or upgrade the occupational skills and the knowledge of the practical nurse in order that she may achieve stability or advancement in employment. Discuss this need with your employer and contact your local superintendent of education. The superintendent of education will contact the Division of Vocational-Technical Education, Health Occupations Education, to find out if funds are available, the requirements of the Operational Procedures and Minimum Standards for Health Occupations Education, to obtain the necessary forms for approval of the program and qualifications of the teacher, and assistance in determining the needs and setting up of an approved program.

It is necessary that at least ten (10) students are enrolled in each class, however, the class does not have to be limited to ten. This may depend on the class being offered and if clinical experience is to be given.

The number of hours in the class will depend on the need. In the past, most classes have been from 30 to 60 hours in length. If there is a need for clinical experience the class may be organized for a longer period of time. Again this would be determined by the need.

A number of subjects may be taught, including obstetric nursing, medical and surgical nursing, and medications. A combined course of medical nursing, surgical nursing, and medications has been taught. This has been most successful. The State Supervisors of Health Occupations Education will work with the local Advisory Committee in exploring the need for practical nursing, extension classes, and in planning and organizing the classes.

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Tennessee Board of Nursing. *Rules and Regulations of the Tennessee Board of Nursing*. Nashville, 1968

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Should be updated if necessary.

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Tennessee Senate. Nurse Practice Act of 1967, Senate Bill 375. Nashville, 1967

Should be updated if necessary.

COURSE OUTLINES

I. Vocational Relationships and Social Foundations

II. Anatomy and Physiology

III. Nursing Principles and Skills

IV. Nutrition

V. Medical and Surgical Nursing

VI. Diet Therapy

VII. Basic Pharmacology & Administration of Medicine

VIII. Pediatric Nursing

IX. Mother and Infant Care

X. Geriatric Nursing

XI. Emergency Nursing

XII. Psychiatric Nursing & Mental Health Concepts

XIII. Clinical Nursing

STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
205 CORDELL HULL BUILDING
NASHVILLE 37219

Vocational Relationships and Social Foundations

I. Length of Course--50 Hours

II. Methods of Teaching
- A. Lecture
- B. Demonstrations
- C. Student Participation
- D. Guest Speakers
- E. Role-Play
- F. Field Trips
- G. Discussion
- H. Tests

III. Bibliography

1. Bush, Christine H., "Personal and Vocational Relationships for Practical Nurses," W. B. Saunders Co., Philadelphia, Pa.
2. Culver, Vivian M. and Brownell, Kathryn Osmond, "The Practical Nurse," W.B. Saunders Co., Philadelphia, Pa.
3. Dennis, Lorraine Brandt, "Psychology of Human Behavior for Nurses," W. B. Saunders Co, Philadelphia, Pa.
4. Hayes, Mayland J. and Gazaway, Rena, "Human Relations in Nursing," W. B. Saunders Co., Philadelphia, Pa.
5. Johnston, Dorothy F., "History and Trends in Practical Nursing," C. V. Mosby Co., St. Louis, Mo.
6. Kornhouser, Arthur W., "How to Study," The University of Chicago Press, Chicago, Illinois
7. "Law of the Tennessee Board of Nursing," Nashville, Tennessee
8. McFadden, Charles J., "Medical Ethics," F.A. Davis Co., Philadelphia, Pa.
9. Miller, Benjamin F. and Burt, John J., "Good Health, Personal and Community," W. B. Saunders Co., Philadelphia, Pa.

10. Morrison, Luella J. and Farris, Mary Agnes, "Approaches for Co-Workers In Professional Nursing," C. V. Mosby Co., St. Louis, Mo.
11. Stevens, Marion Keith, "Personal and Vocational Relationships of the Practical Nurse," W. B. Saunders Co., Philadelphia, Pa.
12. Thompson, Ella and Murphy, Constance, "Textbook of Basic Nursing," J. B. Lippincott Co., Philadelphia, Pa.
13. Turner, C. E., "Personal and Community Health," C. V. Mosby Co., St. Louis, Mo.

IV. Teaching Aids:
   a. Film
   b. Chalk Board
   c. Charts
   d. Posters
   e. Information Sheets
   f. Pamphlets
   g. Cards
   h. Questions

COURSE OUTLINE
VOCATIONAL RELATIONSHIPS AND SOCIAL FOUNDATIONS

OBJECTIVES:
1. To help the student adjust to the class, the hospital situation, and the patient.
2. To help the student realize and appreciate the health needs of all individuals and the resources available to meet these needs.

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
Unit I. Orientation	I. Get Acquainted	
	A. Introduction of students	Students give a brief autobiography.
	II. Introduction to Program	
	A. Objectives of program	Introduction and welcoming remarks from Program Officials.
	B. Rules and regulations of program	Printed sheets of course outline and program information.
	1. Review and sign contracts	Contracts
	2. School and hospital policies	Fire department representative give demonstration of fire extinguisher
	III. On Being a Student	
	A. Define vocational relationships	
	B. Define social foundations	
	C. How to study effectively	Film: "Learning to Study."
	1. Laws of learning	Lecture and demonstration
	a. Law of readiness	
	b. Law of effect	
	c. Law of exercise	
	2. Student contribution	
	a. Note taking	
	b. Reference material	
	3. Physical aspects of studying	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	4. Mental attitudes toward studying	
	5. Develop reading ability	
	6. Tests and examinations	Pass out examples of tests. Show examples of programmed learning.
	7. Programmed learning	"Roberts Rules of Order"
	D. The class organization	
	1. Parliamentary procedure	Hold class election of officers Unit Test
Unit II. Brief History of Nursing and Nursing Trends	I. History of Nursing	Lecture, Chalk Board, Posters
	A. Primitive man	
	1. The medicine man	
	B. Pre-Christian nursing	
	1. Moses and sanitation	Have students read and report on Moses' Rules of Sanitation
	2. Roman Matrons	
	C. Christian era	
	D. Foundalism	
	1. The uniform	Demonstrate Uniforms and Caps
	E. Modern era	
	1. Florence Nightingale	
	2. First school of nursing	
	3. Dorotha Dix	Lecture
	4. Isabel Hampton Robb	Chalk Board
	5. Contemporary nursing school programs	
	a. Degree programs	Representative from each type program to give talk
	b. Associate degree programs	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	c. Diploma programs	
	d. Practical nurse program	
	F. History of Practical Nursing	Chalk Board
	1. The increased need for practical nurses.	
	2. The first school of practical nursing	
	3. Lincensure laws	Printed copies for students
	4. Practical nursing in Tennessee	Unit Test
Unit III. The Nurse as a Person	I. The Image of a Nurse	Sets of cards with characteristics of a good nurse.
	A. The mother image	
	B. The Angel of Mercy	Discuss each characteristic listed and explain why each is so important in nursing.
	II. Characteristics of a Good Nurse	
	A. Physical health and personal hygiene	
	1. Grooming	Demonstrate the uniform, cap and shoes and discuss the need for cleanliness and neatness.
	2. Skin hygiene	
	a. Bathing	Discuss need for deodorant after bathing.
	b. Sun bathing	
	c. Cosmetics	Have cosmetics demonstrated and discuss the use of perfumes.
	3. Oral hygiene	
	4. Food habits and nutrition	Have students plan a well-balanced breakfast.

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	5. Elimination	Discuss the "Laxative Habit."
	6. Menstrual hygiene	Pass out pamphlets from "Modess" Company and discuss.
	7. Minor illnesses	
	a. Upper respiratory infection	Lead students in discussing "Self-Medication."
	8. Care of nails and nail polish	
	9. Care of hair	
	10. Effective use of sense organs	
	11. Posture and body mechanics a. Body mechanics and health b. Faulty posture c. Correcting faulty posture d. The foot	Posters to demonstrate good posture in lying, sitting, and standing positions. Have students role-play to show examples of faulty and good posture. Discuss faulty posture and body alignment.
		Test
	III. Personality Development A. Definition of personality	Have students make a list of their own personality problems for them only.
	B. Heredity	
	1. Physical inheritance	Use chalk board to write possible physical inherited traits.
	2. Economic inheritance	
	3. Cultural inheritance	Discuss how time and place help to shape the personality.
	C. Environment and emotional development	Discuss the effects and show pictures of thalidomide on babies.

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	1. The oral phase	
	2. The anal phase	Show charts while discussing the "ages and stages" of development and lead class in discussing the effects of environment at different ages.
	3. The early sexual phase 4. The learning phase 5. Adolescence	
	6. Adult emotions a. Drives b. The child you were	Give each student phamphlets from the Government Printing Office on the stages of growth. Make specific assignments in these.
	7. Mental mechanisms of defense a. Demands of Society	Discuss the normal use of mental mechanisms and relate them to the drive for survival.
	b. Mental mechanisms	Class can name different symbols such as Christmas cards, wedding rings, different ceremonies. Discuss the conscious and guilt feeling Test Discuss how more differ in different groups
	8. Motivation a. Homostasis b. Psychological satisfaction	Lead the students to think about "why" a person behaves as he does. Point out that all behavior has a reason.
	9. Mental health and personality a. Characteristics of mental and emotional health	Discuss the motivations behind actions such as: anger, marital fights, gossip and bragging.

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	b. Intellegence	
	c. Personality disorders	
	d. Mental illness	Field trip to mental health center Psychologist to give this lecture.
	e. Hygiene of the nervous system: Stress Body defects Habit Sleep Recreation and activity Rest and fatigue Migraine headache Harmones Narcotics and stimulants	
	IV. Behavior A. Ethics B. Etiquette C. Codes	Introduce the ways in which human behavior is controlled. Discuss ethical and unethical conduct and the meaning of medical and legal ethics. Have the class select a situation which they would like discussed. Assign each student a situation for report. Read codes for professional nurses, practical nurses and the Nightingale pledge.

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
Unit IV. Relationships	I. Kinds of Relationships A. Personal B. Interpersonal C. Vocational D. Familial E. Casual F. Intimate	Introduce the student to meaning and variety of relationships Have class name examples of relationships. Have students write on "What kind of Relationships I make."
	II. Rapport	Give English and French Pronunciation.
	III. Empathy	Give examples of empathy.
	IV. Communications	Write different types of communication on chalk board. Have students give uses of communication in nursing.
	V. Nurse-Patient Relationships	
	A. The nurse must be involved 1. Person to person relationships	Class discussion on how the patient feels when students watch a demonstration.
	B. The patient's disability 1. The patient with pain	Discuss "how" to communicate with patients. Use chart to show the degrees of pain. Discuss "Pain Threshold."
	2. The dying patient	Have students discuss their fears of death.
	3. The blind patient	Students role-play caring for a "blind" patient.

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	4. The patient's fears	Have the class chart descriptions of patient's condition.
	C. The patient's cultural background	Take a word such as "fast" or "space" and have students write different meanings the word would have to different cultures.
	D. The patient's religion	Assign the students to research different religions and present to class; or have leaders of different religions to talk to the class.
	E. The "Too Affectionate" patient	Discuss the reason for "professional attitudes" toward patient. Have students discuss sympathy without familiarity.
	F. The nurse assists the doctor	Stress the need for assisting doctors. Class discussion on how this would help the patient. Test
Unit V. Relationship of the Student with the Hospital	I. Relationship with Other Nurses	Discuss the students responsibilities Use chalk board to list the categories of nursing personnel.
	II. Introduction of the Student to the Health Team	
	A. The hospital B. The physician	Visit different departments in the hospital.
	C. Nursing 1. Director 2. Supervisor 3. Team leader	Have students practice admitting a patient and show how all departments of hospital are involved.

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	4. Staff nurse	
	5. Students	
	6. Aides	
	7. Orderlies	
	D. Other departments	Have department heads speak to students.
	1. Dietary	
	2. Laboratory	
	3. Housekeeping	
	4. Maintenance	
	5. X-ray	
	6. Physical therapy	
	7. Business office	
	III. The Nursing Team	Make assignments in different types of Nursing Care and discuss students' duties.
	A. Total patient care	
	B. Functional nursing	
	C. Team nursing	
	D. Progressive patient care	
	E. The operating room	
	1. The recovery room	
	F. The intensive care unit	
	IV. The Care of Property	Discuss the causes of waste and the effects on patients.
	A. Personal	Give examples of cost of supplies.
	B. Equipment and materials	
	1. Factors considered in care of equipment	
	a. Sterilization	
	b. Intended use	Have students list causes of waste in hospital.
	c. Cleaning	Test

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
Unit VI. Legal Aspects of Nursing	V. Legal Responsibilities and Obligations	
	A. Board of Nursing	Give students copy of "Tennessee Nurse Law"
	1. Functions	
	2. License	
	a. Mandatory	
	b. Permissive	
	c. Qualifications	
	d. Waiver	
	e. Renewal	
	f. Reciprocity	Have students write a letter of Reciprocity.
	g. Disciplinary action	Give reasons for disciplinary action.
	B. Registration	
	1. State Board examination	Give example of situation type question.
	2. National test pool	Explain how the pool works.
	C. Legal aspects of nursing	
	1. Legal documents	
	a. Wills	
	b. Patient's chart	Have students practice legible, complete and informative charting. Discuss why a proper signature is important.
	2. Malpractice	Give examples of malpractice.
	3. Priviledge communications	
	4. Obligation to patients	
	5. Torts	
	a. Negligence	Discuss what ordinary judgment would constitute.
	b. Assault and battery	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
		Give students typical examples of negligence: Leaving rails down Burning a patient Medication errors Using defective equipment Abandoning a patient Practicing medicine Discuss the nurse's right to refuse to carry out orders, etc.
	c. False imprisonment	Discuss the difference between negligence and restraints to prevent injury.
	d. Invasion of privacy	Have students practice charting details of patient condition. Have students discuss ways a patient's privacy could be involved.
	e. Defamation of Character	
	6. Criminal Acts a. Misdemeanor b. Felony	Discuss examples of criminal acts that pertain to nursing, abortion, unlawful death.
	7. Harrison Narcotic Act	Discuss the federal law. Have students debate "Legalized Narcotics"
	8. Child abuse	Discuss new laws relating to child abuse. Test
Unit VII. Nursing Today	I. The Evolution of the Licensed Practical Nurse	Discuss the changing L.P.N. and the organizations related to nursing.

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	A. R.N. B. L.P.N. C. V.N. D. L.V.N.	Discuss the functions of these organizations. Pass out "Code of Ethics" copy to each student.
	F. Nursing organizations 1. N.F.L.P.N. 2. N.L.N.	
	3. Other organizations a. A.N.A. b. T.N.A. c. A.E.A. d. Alumni	Discuss when founded and the function of each organization.
	G. Nursing publications 1. A.J.N. 2. A.J.P.N. 3. R.N.	Assign articles for review.
	H. Related organizations 1. Red Cross 2. A.M.A. 3. A.N.A. 4. WHO 5. Department of Health Education and Welfare	Discuss the functions of the organizations. Test
	II. Economic Security and the Practical Nurse A. Factors to be considered in budgeting 1. Income 2. Size of family	Have students make a financial plan based on the following percentages: 1. Rent 15-20% 2. Food 20-30% 3. Clothing 10-20% 4. Recreation and Education 15-20%

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	3. Basic needs	5. Operating Expense 10-15%
	4. Taxes	6. Savings 5-25%
	a. Federal Income Taxes	
	b. Social Security	
	5. Insurance	
	a. Life	
	b. Hospitalization	
	c. Liability	
	d. Property	
	6. Installment payments	Have each student practice problem in interest payments.
	7. Miscellaneous expense	
	a. Licenses	
	b. Books and education	
	c. Personal expenses	
	III. Applying for and resigning from a position	Have students fill out application blanks from the hospital.
	A. Ways of finding a position	Have students write a letter of application.
	B. Personal interview	Have students Role-play a personal interview.
	1. Appearance	
	2. Poise	
	3. Voice and speech	
	4. Attitude	
	5. Appointments	
	C. Resignation	Have students write a letter of resignation.
	1. Notification	
	2. Form and content	Test

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
Unit VIII. Community Health	I. Community Disease Control	Have community officials give talks to students.
	II. The Public Health Department	Visit different community utilities and relate them to the health of the community. Charts or slides on organisms causing disease. Discuss the regulations controlling handling of food in the community.
	A. Cause of disease	
	B. Immunology	
	C. Government Health Program	
	1. Food born infection	
	2. Food Poisoning	
	3. Milk sanitation	
	4. Meat sanitation	
	5. Food preservation	
	6. Restaurant sanitation	
	III. Food and Drug Control	
	IV. Industrial Health Programs	
	V. Voluntary Health Programs	
	A. American Heart Association	
	B. Cancer Society	
	C. March of Dimes	
	VI. School Health	Have Public Health Nurse talk to students.
	VII. Safe Water Supplies	
	A. Sources of water	Poster on sources of water
	B. Purification	
	C. Flouridation	Have students bring in current events on water pollution for class discussion.
	D. Water pollution	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	VIII. Waste Disposal A. Rat control B. Fly control C. Sewerage disposal	
	IX. Air and Light A. Air pollution B. Lighting	Have students bring in current events on air pollution for discussion. Demonstrate good and poor lighting
	X. Noise Control	Discuss the effects of noise and health
	XI. Community facilities for promotion of health A. Hospital B. Clinics C. Nursing homes D. Mental health clinics E. Rehabilitation centers	Visit available facilities and discuss the need for other facilities

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Anatomy and Physiology

I. Length of Course: Suggested hours 45-50

II. Method of Teaching
  A. Lecture
  B. Group discussion
  C. Use of teaching aids
    1. Illustrations/information sheets
    2. Models/charts
    3. Films
    4. Transparencies/overhead projector
    5. Chalk board
  D. Assigned readings
  E. Evaluations (tests, examinations)
  F. Programmed Texts

III. Bibliography

A. Anthony, Catherine P., "Textbook of Anatomy and Physiology," Seventh edition, St. Louis, The C. V. Mosby Company, 1967.
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C. Kimber, Diana C., Gray, Carolyn E., Stackpole, Caroline E., and Leavell, Lutie C., "Anatomy and Physiology," Fifteenth edition, New York, The Macmillan Company, 1966.
D. Dean, W. B., Farrar, G. E., Jr., and Zoldos, A. J., "Basic Concepts of Anatomy and Physiology," A programmed study, Philadelphia, J. B. Lippincott Company, 1966.
E. Memmler, Ruth Lunden and Rada, Ruth Byers, "The Human Body in Health and Disease," Third edition, Philadelphia, J. B. Lippincott Company, 1970.
F. Thompson, Ella M. and Murphy, Constance, "Textbook of Basic Nursing," Philadelphia, J. B. Lippincott Company, 1966.

IV. Teaching Aids
   A. Atlas of Human Anatomy--Frohse-Brodel Wall Charts
   B. Model torso with removable parts
   C. Model eye
   D. Model ear
   E. Model urinary system
   F. Model--human skeleton

COURSE OUTLINE
ANATOMY AND PHYSIOLOGY

COURSE OBJECTIVE: To develop knowledge and understanding of the principles of body structure and function as related to daily living and to nursing practice.

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
I. Introduction	A. The General Plan of Human Body 1. Basic Biological Concepts 2. Body Organization B. Cell Structure and Function C. Membranes and Tissues	1. Model Torso 2. Frohse-Brodel Charts
II. Support and Movement of the Body		Test on Introduction Material
A. The Skeletal System	1. Function of Skeletal System 2. Gross and Microscopic Structure of Bones and Cartilage 3. Location and Types of Bones 4. Bone Formation and Growth 5. Joints--Classification and Range of Motion 6. Bone Pathology and Symptons a. Deformity b. Faulty Metabolism c. Results of Traumatic Injuries d. Impairment of Joint Action 7. Disease of Bones a. Osteomyelitis b. Tuberculosis	1. Skeleton, if available 2. Frohse-Brodel Charts 3. Posters 4. Illustrations: "Range of Motion"
	c. Tumors d. Arthritis	Students to learn important major bones

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	8. Hygiene of Skeletal System a. Posture b. Diet c. Injury Prevention	Test on Skeletal System
B. The Muscular System	1. General Functions 2. Review Muscular Tissue 3. Types and Mechanism of Muscular Contraction 4. Function of Skeletal Muscles 5. Location, Action, and Characteristics of Selected Muscles a. Diaphragm b. Gluteus c. Deltoid d. Flexors and Extensors 6. Weak Places in Abdominal Wall 7. Muscle Pathology and Symptoms a. Spasms and Convulsions b. Paralysis or Palsy c. Contractures d. Inflammatory Reactions e. Trichinosis 8. Relation to Skeletal System a. Body Mechanics b. Exercise c. Fatigue	1. Model Torso 2. Frohse-Brodel Charts 3. Transparencies 4. Films: "Body Mechanics" Tenn. Public Health Dept. Film: "How to Avoid Muscle Strains"
	9. Hygiene of Muscular System	Test on Muscular System

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
III. Integration and Body Control		
A. The Nervous System	1. Overview of Nervous System and relation to the Whole 2. The Neuron and Reflex Action	1. Film: "The Nervous System" 2. Frohse-Brodel Charts
B. The Central Nervous System	1. The Brain a. Structure b. Function	3. Model Torso
C. The Peripheral Nervous System	Functional Structure of: 1. Cranial Nerves 2. Spinal Nerves 3. Autonomic Nervous System (General Functions) a. Sympathetic Division b. Parasympathetic	
D. Neurological Disorders and Symptoms	1. Impairment of Intellectual Processes a. Amnesia b. Unconsciousness c. Delirium 2. Impairment of the Sensory Mechanism 3. Impairment of C.N.S. Motor Neurons a. Pain, Headache b. Neuritis, Neuralgia c. Insomnia	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	4. Causes of Nervous System Impairment a. Congenital Defects b. Faulty Nutrition c. Lack of Oxygen d. Traumatic Injuries e. Diseases/Illness f. Drugs, Poisons	
E. Special Sense Organs	1. The Eye a. Functional Structure b. Relation to the Nervous System c. Common Defects d. Injuries e. Diseases	4. Model Eye
	2. The Ear a. Functional Structure b. Impairment of Hearing	5. Film: Tenn. Dept. of Public Health "Your Children's Ears"
	c. Ear Infections and Disorders	6. Model Ear
	3. Smell and Taste	
	4. Cutaneous Senses	Test on Nervous System
IV. Maintenance of Body Metabolism		
A. The Circulatory System	1. Functions of the System 2. Types of Circulation 3. The Blood a. Composition/Amount b. Clotting Mechanism as Disease Index	1. Heart Model 2. Model Torso 3. Frohse-Brodel Charts 4. Films: Tenn. Dept. of Public Health "The Human Body: Circulatory System"

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	4. The Heart	"Circulation"
	a. Structure and Function	"Guard Your Heart"
	b. Diseases/Disorders	
	5. Blood Vessels	
	a. Structure and Functions	
	b. Main Vessels	
	c. Disorders/Diseases	
	6. Blood Pressure	
	a. Measurement	
	b. Relation to Bleeding	
	7. Pulse	
	a. Definition	
	b. Cause/Locations	
	8. Lymphatic System	
	a. Definition and Function	
	b. Lymph, Lymphatic Tissue, and Lymph Nodes	
	c. Lymph Circulation	
	d. Spleen	
	e. Thymus Gland	
	9. Impairment of Circulation	
	a. Blood Dyscrasis	
	b. Vascular Conditions	
	c. Cardiac Conditions	
	d. Lymphatic System Pathology	
	10. Relation to Nervous, Muscular, and Skeletal Systems	Unit Test

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
B. The Respiratory System	1. Function of the System 2. Organs: Structure and Function 3. Respiration a. Maintenance and Control b. Kinds and Mechanism of Respiration c. Types of Breathing: Normal and Abnormal 4. Carbon Dioxide and Acid, Base Balance 5. Impairments and Disorders 6. Pathology of Lungs and Pleura a. Pneumonia b. Bronchitis c. Tuberculosis d. Atelectasis e. Asthma	1. Films: "Mechanics of Breathing" "Vital Signs and Their Interrelation" 2. Froshe-Brodel Charts 3. Model Torso with Removable Parts Unit Test
C. The Digestive System	1. Function of the System 2. Organs a. Location b. Structure and Function 3. Accessory Organs 4. Digestion a. Definition and Purpose b. Kinds c. Metabolism d. Catabolism e. Absorption f. Elimination	1. Film: "The Digestive System" 2. Model Torso with Removable Parts 3. Frohse-Brodel Charts 4. Illustration Sheets

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	5. Relation to Muscular, Nervous, Respiratory and Circulatory Systems	
	6. Disorders and Diseases	
	a. Constipation	
	b. Hemorrhage	
	c. Obstruction	
	d. Ulcers	
	e. Diabetes	
	f. Hepatitis	
	g. Pancreatitis	
	h. Appendicitis	
	i. Gall Bladder Pathology	
	7. Diagnostic Tests	
	a. Barium Enemas	
	b. G. I. X-rays	
	c. G. H. X-rays	
	d. Gastric Analysis	
	e. Stool Examinations	
	8. Hygiene of the System	
	a. Care of Teeth	
	b. Nutritional Needs	
	c. Emotional Factors	Unit Test
D. The Excretory System	1. Function of the System	1. Film: "Work of the Kidneys"
	2. The Nephron	2. Model of Urinary System
	3. Urinary Organs	
	a. Location	
	b. Gross Structure and Function	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	4. Urine a. Physical and Chemical Characteristics b. Normal and Abnormal Constituents	
	5. Pathological Conditions a. Suppression b. Retention c. Obstructions d. Renal Calculi e. Nephritis f. Cystitis	
	6. Definition of Terms a. Glycosuria b. Hematuria c. Pyuria d. Dysuria e. Polyuria f. Oliguria g. Anuria	
	7. Diagnostic Tests a. Urinalysis b. Blood Chemistry c. Kidney Function Tests	
	8. Relation to Circulatory Respiratory and Neuro-Muscular Systems	
	9. Hygiene of the Excretory System	Unit Test

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
E. The Endocrine System	1. General Functions and Importance of Endocrines	
	2. Endocrine Glands	
	a. Location	
	b. Structure and Function	
	c. Pathological Conditions	
	3. Hygiene of the System	
	a. Nutrition	
	b. Emotions	
	4. Relation to other Systems	Unit Test
V. The Skin and Appendages	A. Structure and Function	Frohse-Brodel Chart
	B. Skin Variations	
	C. As Index of Health	
	D. Hygiene	
	E. Appendages: Structure and Function	
	1. Nails	
	2. Hair	
	3. Sebacious Glands	
	4. Sweat Glands	
	F. Disorders of the Skin	
	1. Acne	
	2. Psoriasis	
	G. Relation to other Systems	Unit Test

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
VI. The Reproductive Systems		
A. Female Reproductive System	1. Overview and Functional Structure 2. Organs a. Location b. Structure and Function 3. Accessory Glands 4. Menstrual Cycle and Menopause	1. Film: Tenn. Dept. of Public Health "From Generation to Generation" 2. Birth Atlas 3. Male and Female Reproductive Charts 4. Model Torso with Reproductive Organs
B. Male Reproductive System	1. Overview and Functional Structure 2. Organs a. Location b. Structure and Function 3. Accessory Glands	
C. Pathological Conditions	1. Female Reproductive System 2. Male Reproductive System	

STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
205 CORDELL HULL BUILDING
NASHVILLE, TENNESSEE 37219

Nursing Principles and Skills

I. Length of Course--120 Hours

II. Methods of Teaching
  A. Discussion and student participation
  B. Demonstrations and return demonstrations
  C. Programmed Instruction
  D. Information sheets
  E. Procedures
  F. Workbooks
  G. Individualized Instruction

III. Bibliography

  A. Anderson, Maja C., "Basic Nursing Techniques," Philadelphia, W. B. Saunders Co., 1968.
  B. Bergersen, Betty S., Anderson, Edith H., Duffey, Margery, Lohr, Mary, Rose, Marion H., "Current Concepts in Clinical Nursing," The C. V. Mosby Co., Saint Louis, Mo., 1969.
  C. Creighton, Hleen, "Law Every Nurse Should Know," Philadelphia, W. B. Saunders Co., 1970.
  D. Culver, Vivian M., "Modern Bedside Nursing," W. B. Saunders Co., Philadelphia, 1969.
  E. De Young, Lillian, "The Foundations of Nursing," The C. V. Mosby Co., St. Louis, Mo., 1972.
  F. Dison, Norma Greenler, "An Atlas of Nursing Techniques," C. V. Mosby Co., St. Louis, Mo., 1972.
  G. Johnston, Dorothy F., "Total Patient Care," C. V. Mosby Co., St. Louis, Mo., 1972.
  H. Keane, Claire Brackman, "Essentials of Nursing," W. B. Saunders Co., Philadelphia, 1969.
  I. Rapier, Dorothy K., Koch, Mariana J., Moran, Lois P., Geronsin, J. R., Phelps, Geraldine E., "Practical Nursing," C. V. Mosby Co., St. Louis, Mo., 1970.
  J. Sutton, Audrey Latshaw, "Bedside Nursing Techniques," W. B. Saunders Co., Philadelphia, 1972.

IV. Teaching Aids
   A. Films
   B. Models
   C. Laboratory with beds, chase dolls, and equipment for necessary procedures.
   D. Textbooks and reference books
   E. Procedure book
   F. Field Trips

COURSE OUTLINE
NURSING PRINCIPLES AND SKILLS

COURSE OBJECTIVE: To help the student adjust to the hospital, to understand the patient and give good bedside nursing care.

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
Unit I. Introduction to the Course	A. Methods of Teaching the Course 1. Number of class hours 2. Number of laboratory hours 3. How to study 4. Responsibilities of the individual B. Organization 1. School 2. Hospital C. The Community 1. Discription of the community a. Population b. Income c. Nationality groups 2. Public Health D. The Hospital 1. The hospital as a community health agency 2. Classifications of hospitals	1. Visit mental health clinic. 2. Have each student make an organizational chart. 3. Tour of the hospital.
Unit II. Activities of Daily Living	A. The Patients' Unit 1. Preparing the patients' unit in the hospital 2. Nursing in the home 3. Evaluation of the environment 4. Care of the hands	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	5. Making the bed B. Personal Care of the Patient 1. Admission of the patient 2. Personal hygiene 3. Early nursing care 4. Back rub 5. Preparation for the evening 6. Daily personal care including the bath 7. Taking temperature, pulse and respiration 8. Taking the blood pressure 9. Elimination of body waste 10. Intake and output	1. A visit may be planned to hospital ward and private room. 2. Set up laboratory or a room in the home might be prepared. Demonstrate various improvisations. 3. Demonstrate and return each of the following: a. Hand washing b. Making the bed c. Admitting the patient d. Early nursing care e. Back rub f. Bed bath g. Taking temperature h. Taking blood pressure 4. Practice on patients as early in the course as possible. 5. Visit to Physical Therapy Department if possible. 6. Have students bathe each other, incorporating other procedures as care of the hair, teeth, and nails.
Unit III. Basic Nursing Skills	A. Providing for the Comfort and Safety of the Patient 1. Spiritual comfort 2. Observation of the patient 3. Charting 4. Body mechanics	1. Give each student a hospital chart. Each chart should be completed--each nursing skill charted with appropriate observations and results.

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	5. Posture of the patient	2. Demonstrate each procedure and have the students return the demonstration in the clinical area.
	6. Weighing the patient	
	7. Feeding the patient	
	8. Physical examination	
	9. Getting the patient out of bed	
	10. Application of binders and bandages	
	11. Care of prosthesis	
	12. Use of appliances	
	13. Application of heat	
	14. Application of cold	
	15. Medical aseptic technique	
	16. Surgical aseptic technique	
	17. Assisting with administration of parenteral fluids	
	B. Assisting with Treatments	1. Demonstrate those treatments that may be demonstrated.
	1. Assisting with treatments of the gastroenteric system a. Enemas	2. Arrange for student to observe treatment in the area.
	2. Assisting with treatments of the eye	
	3. Assisting with treatments of the musculoskeletal system	3. Have students assist with treatments.
	4. Assisting with treatments of the respiratory system	
	C. Assisting with Diagnostic Tests	
	1. Collection of specimen	1. Arrange tour to laboratory or laboratories.
	2. Assisting with blood examination	2. Arrange for students to collect specimens.
	3. Assisting with diagnostic tests of the gastroenteric system	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	4. Assisting with diagnostic tests of the central nervous system	3. Student may assist in collection of specimens.
Unit IV. Advanced Nursing Skills for the Practical Nurse	A. Tube Feeding B. Colostomy Irrigations and Dressings C. Prevention of Pressure Areas D. The Care of the Critically Ill Patient	1. Demonstrate nursing skill--have student return demonstration when applicable.
	E. Leadership 1. Qualities of leadership	1. Use discussion technique in leadership qualities.
	2. Team nursing 3. Assignment to special areas F. The Care of the Dying Patient G. Discharge of the Patient from the Hospital	

STATE OF TENNESSEE
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DIVISION OF VOCATIONAL TECHNICAL EDUCATION
205 CORDELL HULL BUILDING
NASHVILLE 37219

Medical and Surgical Nursing

I. Length of Course--125 hours

II. Methods of Teaching
   A. Lecture
   B. Programmed Instruction
   C. Discussion
   D. Student Participation
      1. Research and study of text and available references, especially current articles in nursing periodicals.
      2. Make brief nursing care outlines for more common diseases.
   E. Use of audio-visual aids as available
      a. Charts
      b. Pictures shown with opaque projector
      c. Films and filmstrips
      d. Models--torso, eye, ear, heart, kidney, etc.
      e. Equipment
      f. Demonstration and practice of nursing procedures. (This is in most cases review and done in actual patient care as opportunities arise.)
      g. Field trips with oral and/or written reports.

III. Bibliography

1. American Cancer Society, A Cancer Source Book for Practical Nurses, American Cancer Society, or local chapter of American Cancer Society, 1964.
2. American Cancer Society, Colostomy and Ileostomy Guide, Cuyahoga Unit, 337 The Arcade, Cleveland, Ohio, (Good--only $1.00)
3. American Red Cross, First Aid Textbook, The Blakiston Company, Philadelphia, bought from local American Red Cross office for $.75, 1957.

4. Beal, John, M.D. and Eckenhoff, James E., M.D., Macmillan Company, New York, 1969, Intensive and Recovery Room Care.
5. Brownell, Kathryn O. and Culver, Vivian M., The Practical Nurse, Textbook of Nursing, W. B. Saunders Company, Philadelphia, 1964.
6. Cooper, L. F., Barber, E. M., Mitchell, H. S., and Rynbergen, H. J., Nutrition in Health and Disease, 14th Edition, J. B. Lippincott Company, Philadelphia, 1963.
7. Graffam, Shirley, R.N., M.Ed., Care of the Surgical Patient, McGraw-Hill Book Company, Inc., New York, 1960.
8. Harmer, Bertha and Henderson, Virginia M., Textbook of the Principles and Practice of Nursing, 5th Edition, Macmillan Company, New York, 1955.
9. Johnston, Total Patient Care, Mosby, St. Louis, 1968, 2nd Edition.
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11. Mason, Mildred A., Basic Medical-Surgical Nursing, 2nd Edition, Macmillan Company, New York, 1967.
12. Memmler, Ruth Lundeen, M.D. and Rada, Ruth B., M.S., Structure and Function of the Human Body, J. B. Lippincott Company, 1970.
13. Pate, Mavis Orisca, R.N., B.S., The Prep Manual, Edward Weck and Co., 1963.
14. Shafer, Kathleen, et al, Medical-Surgical Nursing, C. V. Mosby Company, St. Louis, Mo., 1967, 4th Edition.
15. Sutton, Audrey L., R.N., Workbook for Practical Nurses, 3rd Edition, Saunders Company, Philadelphia, 1964.
16. Thompson, Murphy, Textbook of Basic Nursing, J. B. Lippincott Company, 1966.

COURSE OUTLINE
MEDICAL AND SURGICAL NURSING

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
I. Introduction to the role of the practical nurse in caring for medical and surgical patients	1. The individual as a patient a. Behavior, changes when ill How to listen Reassurance--what, when, and how	References: Bulletin--Local Health Dept. Vital Statistics Reports, morbidity and mortality rates.
A. Definitions Acute diseases Chronic Convalescence	1. Definition 2. The differences in acute disease, chronic or long-term conditions and convalescence	
B. Causes and method of treating disease	1. Causes a. Infection e. Congenital Defects b. Neoplasm f. Degeneration c. Allergy g. Emotions d. Injury h. Disorder of metabolism	
C. Treatment	1. What is treatment or therapy? 2. Type of treatment a. Diet therapy d. Psychotherapy b. Drug therapy e. Surgery c. Physical therapy f. Rehabilitation g. Radiotherapy (treatment with radioactive substances)	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
D. Common Symptoms Review	1. Define symptoms a. Objective b. Subjective	Taught usually with or in Nursing Arts
	2. Importance of learning to observe and record a. Onset b. Course c. Prognosis d. Convalescent e. Symptoms indicating complications or improvement.	Observe classmates and record symptoms, note--T.P.R., blood pressure, color, skin, etc.
	3. Learn to understand differences in a. Disease, condition and symptom b. Facts and opinions	
	4. Symptoms and what to do a. Anorexia b. Nausea and/or vomiting c. Diarrhea d. Constipation e. Dehydration f. Edema g. Chill	
II. Skin Diseases and Allergy	A. Review Structure and Function	Charts
	B. Types of Disorders	Pictures of various skin diseases
	1. Infections a. Fungal b. Bacterial, especially "Staph"	
	c. Viral	Transparencies

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	2. Allergies	
	a. Contact dermatitis	
	b. Hives, etc.	
	3. Burns	
	a. Types	
	b. Causes	
	c. Treatment	
	d. Nursing care	
	C. Nursing Care	
	D. Prevention and Health Teaching	
III. Musculo-Skeletal System	A. Review structure and function of muscular and skeletal systems. Review correct posture and positioning.	Posture Charts
	B. Disorders and Diseases	Slides on Body Mechanics
	1. Fractures	
	a. Types	Show patient in cast
	b. Causes	Show patient in traction
	c. Symptoms	
	d. Diagnostic aids	
	e. Treatment	
	f. Nursing care with emphasis on care of traction and cast patients	
	g. Rehabilitation	Review crutch walking
	2. Arthritis	
	a. Types	Booklet--"Strike Back at Arthritis"
	b. Causes	
	c. Treatment	
	d. Nursing Care	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	3. Amputations a. Causes b. Nursing Care c. Complications d. Rehabilitation	Field Trip--place where protheses are sold. Visit--social worker
IV. Respiratory System	A. Review Structure and Function B. Disease Conditions 1. Infectious Diseases a. Common Cold b. Tonsillitis 1. Cause 2. Symptoms 3. Treatment 4. Nursing care with emphasis on post-operative care c. Bronchitis 1. Cause 2. Symptoms 3. Treatment 4. Nursing Care d. Laryngitis e. Croup f. Pneumonia 1. Causes 2. Diagnostic Aids 3. Symptoms 4. Treatment 5. Nursing Care	Review Oxygen Therapy

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	g. Tuberculosis	Picture from Health Department
	1. Causes	
	2. Symptoms	
	3. Treatment and Prevention	
	4. Nursing Care	
	5. Health Teaching	
	2. Chronic Disorders	Charts
	a. Emphysema	
	1. Predisposing factors	Pictures--Opaque Projector
	2. Symptoms	
	3. Treatment and Prevention	
	4. Nursing Care	
	b. Asthma	See patient with closed drainage
	1. Predisposing factors	
	2. Symptoms	
	3. Treatment	
	4. Nursing Care	
	c. Bronchiectasis	
	d. Cancer of larynx and lungs	
	1. Symptoms	
	2. Treatment	
	3. Nursing Care	
	a. Postoperative	
	b. Care of closed drainage	
	4. Prevention	
V. Heart and Circulatory System	A. Review of Structure and function	Heart Model
	B. General Considerations	Review low sodium
	1. Prevalence	Diet
	2. Causes and predisposing factors	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	3. Prevention	
	4. Treatment	
	5. Nursing Care	Make list of suitable activities for different patients--children, adults, and the aged.
	a. Rest	
	b. Skin care	
	c. Elimination	
	d. Medications	
	e. Diet	
	f. Safety	
	g. Oxygen therapy	Pamphlets--American Heart Association
	h. Activities	
	C. Diseases	
	1. Corgenital heart disease	Pictures of normal and abnormal heart conditions--opaque projector or overhead projector
	a. Types	
	b. Causes	
	c. Treatment	
	d. Nursing care including pre and postoperative care.	
	2. Coronary heart disease	
	a. Causes	
	b. Symptoms	
	c. Diagnostic aids	
	d. Treatment	
	e. Nursing care	
	f. Prevention	
	3. Congestive heart failure	
	a. Cause	
	b. Treatment	
	c. Nursing care	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	4. Infectious diseases of heart	
	a. Rheumatic Heart Disease	
	1. Cause	
	2. Symptoms	
	3. Diagnostic aids	
	4. Treatment	
	5. Nursing care with emphasis on rest and activities	
	6. Prevention	
	b. Syphilis	
	5. Arteriosclerosis	Booklets--"Strike Back at Stroke"
	6. Hypertension	
	7. Hypotension	
	8. Cerebral-Vascular accident	Film "Strike Back at Stroke"
	a. Definition	
	b. Cause	
	c. Symptoms	
	d. Treatment	
	1. Acute phase	
	2. Chronic phase	
	e. Nursing Care	Slides--Rehabilitation of Stroke Patient
	1. Acute stage	
	a. Bed rest	
	b. Safety	Show safety devices--trapeze, footboard, etc.
	2. General nursing	
	a. Cleanliness	
	b. Proper positioning	
	c. Mouth care	
	d. Care of eyes	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	e. Communication	
	f. Elimination	
	3. Rehabilitation	
	9. Anemias	
	a. Types of anemias	
	b. Causes	
	c. Symptoms	
	d. Diagnosis	
	e. Treatment	
	f. Nursing care	
	g. Health teaching	
	10. Leukemia	
	a. Types	
	b. Causes	
	c. Diagnosis and treatment	
	d. Nursing care	
	e. Health teaching	
	11. Thrombophlebitis	
	a. Causes	
	b. Symptoms	
	c. Treatment	
	d. Nursing care	
	e. Prevention	
VII. Gastroenteric System	A. Review Structure and Function	
	B. Disease Conditions	Films
	1. Infections	Charts
	a. Stomatitis	
	b. Gastritis	

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Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	c. Ulcerative Colitis	
	d. Appendicitis	
	2. Tumors	
	a. Benign	
	b. Malignant	
	1. Types	Information for laboratory and X-ray on diagnostic procedures
	2. Causes	
	3. Symptoms	
	4. Treatment	
	5. Nursing care including preoperative and post-operative	
	3. Other disorders	
	a. Peptic ulcer	
	1. Locations	
	2. Symptoms	
	3. Treatment and prevention	
	4. Nursing care and health teaching	
	b. Intestinal obstruction	
	c. Hernia	
	d. Hemorrhoids	
	e. Diseases of accessory organs	
	1. Infections	
	a. Vival hepatitis	
	b. Cholecystitis	
	c. Pancreatitis	
	1. Causes	
	2. Symptoms	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	3. Treatment	
	4. Nursing care with emphasis on health teaching	
	2. Other disorders	
	a. Cirrhosis of liver	
	b. Cholelithiasis	
	1. Causes	
	2. Symptoms	
	3. Treatment and Prevention	
	4. Nursing care	
VII. Urinary System	A. Review Structure and Functions	Models
	B. Disorders	Charts
	1. Obstructions	Reports by class
	a. Nephrolithlasis	
	b. Nephroptosis	
	2. Infections	
	a. Glomerulonephritis	
	b. Pyelitis	
	c. Cystitis	
	1. Types	
	2. Causes	
	3. Symptoms	
	4. Treatment and prevention	
	5. Nursing care	
	3. Injuries	
	4. Tumors	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	5. Renal failure	
	6. Nephrosis	
	C. Dialysis	
	D. Artificial Kidney	
VIII. Nervous System	A. Review Structure and Function	Publications from cancer society
	B. Disease Conditions	
	1. Tumors	
	a. Types	
	b. Symptoms	
	c. Treatment	
	d. Nursing care	
	2. Infections	Review Isolation
	a. Syphilis	
	Nervous system manifestations	
	b. Poliomyelitis	
	Vaccine	
	c. Menigitis	
	1. Causes	
	2. Symptoms	
	3. Treatment	
	4. Nursing care	
	d. Encephalitis	
	3. Other diseases	
	a. Epilepsy	
	1. Types	
	2. Causes	
	3. Symptoms	
	4. Diagnostic aids	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	5. Treatment	
	6. Nursing care	
	7. Health teaching and rehabilitation	
	b. Parkinson's disease	
	1. Cause	
	2. Symptoms	
	3. Treatment	
	4. Nursing care	
	4. Traumatic conditions	Torso, charts
	a. Ruptured intervertebral disc	Sepcial equipment
	1. Causes	
	2. Symptoms	
	3. Treatment	
	4. Nursing care	
	5. Health teaching	
	b. Spinal cord injuries	
	1. Causes	
	2. Symptoms	
	3. Treatment	
	4. Nursing care	
	c. Head injuries	
	1. Causes and types	
	2. Symptoms	
	3. Treatment	
	4. Nursing care	
IX. Reproductive System	A. Review of Structure and Function	Charts Working model of Pelvis Transparencies

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	B. Disorders of Female	
	1. Tumors of breast and pelvic organs	
	a. Benign	
	b. Malignant	
	1. Symptoms--Danger signals	Film--"Breast Self-Examination"
	2. Treatment	
	3. Nursing care with emphasis on Emotional care, Postoperative care, and Postradioactive therapy	
	2. Infections	
	a. Mastitis	
	b. Vaginitis	
	c. Pelvic inflammatory disease	
	1. Causes	
	2. Symptoms	
	3. Treatment	
	4. Nursing care	
	5. Prevention	
	3. Menstral disorders	
	a. Amenorrhea	
	b. Depmenorrhia	
	c. Menorrhagia	
	d. Metrorrhagia	
	e. Menapause	
	4. Uterine displacements	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	C. Disorders of Male	
	1. Tumors	
	a. Breast	
	b. Prostate gland	
	1. Benign	
	2. Malignant	
	a. Causes	
	b. Symptoms	
	c. Treatment	
	d. Nursing care with emphasis on postoperative care	
	2. Infections	
	a. Types	
	b. Causes	
	c. Treatment and prevention	
	d. Nursing care	
X. Endocrine System	A. Review of Structure and Functions	Charts on Diabetes from Lilly Pharmaceutical Company
	B. Metabolic Disorders	
	1. Hyperthyroidism	
	2. Hypothyroidism	
	a. Causes	
	b. Symptoms	
	c. Diagnostic aids	
	d. Treatment	
	e. Nursing care	
	1. Preoperative	
	2. Postoperative	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	3. Hyperparathyroidism	
	4. Hypoparathyroidism	
	a. Types	
	b. Causes	
	c. Symptoms	
	d. Treatment and prevention	Diet charts from Lilly
	e. Nursing care	
	5. Diabetes mellitus	Urine tests for sugar acetone
	a. Causes	
	b. Diagnostic aids	
	c. Symptoms	
	d. Treatment and health teaching	
	e. Nursing care with emphasis on diet and drugs	
	6. Diabetes insipidus	
	7. Addison's disease	
	8. Cushing's syndrome	
	9. Acromegaly	
	10. Giantism and dwarfism	
	11. Climaeteric syndrome	
XI. Eye and Ear	A. Review Structure and Function	
	B. Disorders of Eye	
	1. Common visual defects	
	2. Injuries and infections	
	a. Foreign bodies	
	b. Conjunctivitis	
	c. Hordeolum	
	3. Cataracts	American Society for Prevention of Blindness
	a. Causes	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	b. Symptoms	
	c. Treatment	
	d. Nursing care	
	4. Glaucoma	
	a. Cause	
	b. Symptoms	
	c. Treatment	
	d. Nursing care	
	5. Special consideration for the blind	Visit to speech and hearing center
	C. Disorders of Ear	
	1. Infections	Ear model
	a. Otitis media	
	1. Causes	Chart of ear
	2. Symptoms	
	3. Treatment	Tuning fork
	4. Nursing care including postmyringotomy	
	5. Health teaching	
	2. Otosclerosis	
	3. Special considerations for the deaf	
XII. Tumors	A. Types of tumors	Publications from Cancer Society
	1. Benign	
	2. Malignant	
	B. Predisposing factors	Visit Tumor Clinics
	C. Danger Signs and their Significance	
	D. Diagnosis	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	E. Treatment	
	1. Surgery	
	2. Chemotherapy	
	3. Radioactive therapy	
	F. Nursing Care of Cancer Patients with Special Emphasis on Phychological Factors	
	G. Rehabilitation	

STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL-TECHNICAL EDUCATION
205 CORDELL HULL BUILDING
NASHVILLE, TENNESSEE 37219

Nutrition

I. Length of Course--30 Hours

II. Methods of Teaching
   - A. Demonstration, return demonstration
   - B. Discussion
   - C. Field Trips
   - D. Films
   - E. Individualized Instruction
   - F. Programmed Instruction
   - G. Student Participation
   - H. Testing
   - I. Workbook may be used, is not essential

III. Bibliography
   1. Guthrie, Helen A., and Braddock, Karen Sue, "Programmed Nutrition," Saint Louis, 1971, The C. V. Mosby Co.
   2. Howe, Phyllis S., "Nutrition for Practical Nurses," Philadelphia, 1967, W. B. Saunders Co.
   3. "Lesson Plans for Nutrition and Diet in Disease," prepared by instructor, revised 1972.
   4. Mitchell, Helen S., Rynbergen, Henderika J., Anderson, Linnea and Dibble, Marjorie, "Cooper's Nutrition in Health and Disease."
   5. Smith, Dorothy W., Germain, Carol P. Hanley, and Gips, Claudia D., "Care of the Adult Patient," 3rd Edition, Philadelphia, 1971, J. B. Lippincott Co.
   6. Williams, Sue Rodwell, "Nutrition and Diet Therapy," Saint Louis, 1969, The C. V. Mosby Co.

IV. Teaching Aids
   - A. Films
   - B. Chalk board

C. Charts
D. Posters
E. Information Sheets
F. Pamphlets
G. Programmed Instructions
H. Cards
I. Questions

COURSE OUTLINE
NUTRITION

OBJECTIVES:
1. Student must know good basic nutrition.
2. Student must know the signs and principles of good nutrition and their application to the needs of all normal individuals of all ages.
3. Students should be able to plan, prepare and serve a well balanced meal attractively in the hospital and in the home.

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
I. Normal Nutrition	A. Definitions 1. Nutrition 2. Nutrients 3. Dietician 4. Nutritionist 5. Dietetics 6. Diet Therapy 7. Therapeutic 8. Absorption 9. Additives 10. Calorie 11. Avitaminosis 12. Deficiency	1. Chart of "Basic Four" 2. Box of cereal or loaf of bread, etc., showing enrichment. 3. Film, "Fundamentals of Diet" Film Catalog Tenn. Dept. of Public Health. 4. Poster, "A Guide to Good Eating," National Dairy Council. 5. Film, "Feeding the Patie Patient." 6. Display of hospital tray 7. Demonstration of feeding the patient
	B. Brief History 1. In other countries 2. In the United States a. The southern diet 3. Nutritional deficiencies	8. "Practical Nurse Nutrition Workbook," written by Shackelton, J. B. Lippincott.
	C. Functions of Food Within the Body 1. Must provide heat and energy 2. Provide necessary nutrients to build and repair tissue of the body 3. Supply nutrients necessary to regulate body processes	9. Transparencies of "On Feeding the Patient" from State Lab.

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	D. The Basic Four	
	E. Nutrition Programs in the Community	
	F. Enriched Foods	
	G. The Patient's Tray	
	1. Serving the tray	
	2. Feeding the patient	
II. The Nutrients	A. Carbohydrates	1. Use food models or actual foods to show sources of nutrients.
	1. Composition	
	2. Division	
	a. Sugar	
	b. Starch	
	c. Cellulose	2. Posters from the National Dairy Council. Also National Livestock and Meat Board.
	3. Sources	
	4. Function	
	5. Digestion	
	6. Human Requirements	
	B. Proteins	
	1. Composition	
	2. Function	
	3. Kinds of proteins	
	4. Sources	
	5. Human requirements	
	C. Fats	
	1. Composition and classification	
	2. Sources	
	3. Digestion	
	4. Absorption	
	D. Vitamins	4. Film, "Understanding Vitamins," Tenn. Dept. of Public Health
	1. Definition	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	2. Fat-soluble vitamins	
	a. Vitamin A	
	(1) What happens if a deficiency exists	5. Pamphlets: a. "Facts About Food" H. J. Heinz Co., Pittsburgh, Pa.
	(2) Human requirements	
	(3) Sources	
	(4) Stability in foods	
	b. Vitamin D	
	(1) History	
	(2) Deficiency	
	(3) Storage in the body	
	(4) Human requirements	6. Posters constructed by students
	(5) Sources	
	(6) Stability	
	3. Water soluble vitamins	
	a. Vitamin C	
	(1) Deficiency	
	(2) Human requirements	
	(3) Storage in the body	
	(4) Sources	
	(5) Stability in food	
	b. Vitamin B complex	
	(1) History	
	(2) Divisions	
	(a) Thiamine	
	(b) Nicatinic acid	
	(c) Pyridoxine	
	(d) Vitamin B_2	
	(3) Storage of each in the body	
	(4) Sources of each	
	(5) Stability	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	4. Preserving maximum vitamin content	
	E. Minerals	
	1. Definition	
	2. What they do in the body	
	3. Mineral composition of the body	
	a. Calcium	
	b. Phosphorus	
	c. Iron	
	d. Iodine	
	e. Other minerals	
	(1) Deficiency of each	
	(2) Function of each	
	(3) Source of each	
	(4) Human requirements of each	
	F. Water and Cellulose	
	G. Energy Requirements	
III. Digestion and Absorption	A. Digestion	1. Charts and drawings of digestive system. Winslow Health Chart
	1. Review digestive system	
	2. Food changes in the mouth	
	a. Ptyalin	
	3. Digestion in the stomach	2. Film, "Digestion of Foods," Public Health Dept.
	a. Gastric juice	
	b. Gastric enzymes	
	4. Digestion in the large and small intestines	
	a. Intestinal juice	
	b. Intestinal enzymes	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	c. Pancreatic enzymes	
	d. Biliary system	
	B. Absorption	
	1. In the mouth and stomach	
	2. In the small and large intestines	
	C. Factors that affect digestion	
	1. Psychologic	
	2. Emotional	
	3. Physical	
IV. Menu Planning	A. For the Family	Visit to model kitchen
	1. Foods needed to supply nutrients	
	a. Energy needs	Posters on Home Safety and Accident Prevention
	b. Types of meals	
	c. Attractive looking meals	
	d. Individual preferences	
	e. Use of leftovers	
	f. Enriched foods	
	g. Storage	
	2. Marketing	
	B. For the Patient	
	1. Same consideration as above, plus special diets	
	C. The Kitchen	
	1. Time saving elements	
	2. Arrangements of kitchen	
	3. Washing dishes	
	4. Safety	
	5. Sanitation	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
V. Differences in Food Patterns	A. Regional and National	
	1. Regional	
	a. In this country	
	b. In other countries	
	2. National or cultural	
	a. Italian	
	b. Chinese	
	c. Mexican	
	d. Jewish	
	e. Other	
	3. Religious patterns	
	a. Catholic	
	b. Jewish	
	c. Seventh Day Adventist	
	d. Other	
VI. Diets in Special Conditions	A. Pregnancy and Lactation	Films, "Expecting: Diet for Pregnancy,"
	1. What to include	"Why Won't Tommy Eat?"
	2. Calories	Health Dept.
	3. Weight increases	
	B. Children's Diets	
	C. Geriatric Diets	
	1. Metabolic changes	
	2. Psychological changes	
VII. Preparation of Food	A. Milk and Beverages	
	B. Fats, Sweetenings, Seasonings	
	C. Cereals	
	D. Fruits and Nuts	
	E. Eggs and Desserts	
	F. Meats, Poultry, Fish and Cheese	

STATE OF TENNESSEE
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Diet Therapy

I. Length of Course--20 Hours

II. Methods of Teaching
   A. Demonstrations--return demonstrations
   B. Discussion
   C. Information sheets
   D. Individualized Instruction
   E. Programmed Instruction

III. Bibliography

1. Guthrie, Helen A., and Braddock, Karen Sue, "The Programmed Nutrition," Saint Louis, 1971, The C. V. Mosby Co.
2. Howe, Phyllis, S., "Nutrition for Practical Nurses," Philadelphia, 1967, W. B. Saunders Co.
3. "Lesson Plans for Nutrition and Diet in Disease," prepared by instructor, revised 1972.
4. Mitchell, Helen S., Rynbergen, Henderika J., Anderson, Linnea and Dibble, Marjorie, "Cooper's Nutrition in Health and Disease."
5. Smith, Dorothy W., Germain, Carol P. Hanley, and Gips, Claudia D., "Care of the Adult Patient," 3rd Edition, Philadelphia, 1971, J. B. Lippincott Co.
6. Williams, Sue Rodwell, "Nutrition and Diet Therapy," Saint Louis, 1969, The C. V. Mosby Co.

IV. Teaching Aids
   A. Films
   B. Chalk Board
   C. Charts
   D. Posters
   E. Individualized Instruction
   F. Programmed Instruction
   G. Information Sheets
   H. Pamphlets

COURSE OUTLINE
DIET THERAPY

OBJECTIVE: The student must understand the part food plays in the treatment of disease and how the normal diet is modified for nutritive therapy of a corrective or curative nature.

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
I. Standard Hospital Diets	A. Regular	Individual Hospital Manuals
	B. Light	
	C. Soft	Use actual patients for class discussion and diet planning when possible.
	D. Liquid	
	1. Surgical	
	2. Clear	
	3. Full	
II. Modified Diets Caloric Diets	A. High Caloric Diets	
	1. Purpose	
	2. Foods increased	
	3. Caloric content of foods	
	4. Foods avoided	
	B. Low Caloric Diets	"Weight Reduction through Diet," Tenn. Public Health Dept. Movie.
	1. Purpose	
	2. Foods increased	
	3. Foods avoided	
	4. Caloric content of foods	
III. Modified Diets Residue Diets	A. Bland Diet	
	1. Purpose	
	2. Foods avoided	
	3. Foods increased	
	B. Low Residue Diet	National Dairy Council Packet of Food Models and Posters.
	1. Purpose	
	2. Foods increased	
	3. Foods avoided	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	C. Ulcer Diets	
	1. Purpose	
	2. Foods increased	
	3. Foods avoided	
	D. High Residue Diet	
	1. Purpose	
	2. Foods to be used	
	3. Foods avoided	
IV. Modified Diets Diets with Change in Food Nutrient	A. Protein	
	1. High and low protein	
	a. Purpose of each	
	b. Foods to be given	
	c. Foods to be avoided	
	B. Low Purine Diet	
	1. Purpose	
	2. Foods to be included	
	3. Foods to be avoided	
	C. High and Low Carbohydrate	
	1. Purpose of each	
	2. Foods to be increased	
	3. Foods to be avoided	
	D. Diets with Change in Food Nutrient	
	1. Protein	
	a. High and low protein diets	
	(1) Purpose of each	
	(2) Food avoided	
	(3) Food increased	
	2. Mineral and ash content diet	
	a. Low sodium diet	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	(1) Purpose of diet (2) Foods increased (3) Foods avoided	
	E. High and Low Fat Diets 1. Purposes of each 2. Foods to be included 3. Foods avoided	"Planning Fat Controlled Meals," EM288, EM288A, Tenn. Heart Association, Movie
V. Modified Diets Minerals and Ash Content Diets	A. Low Sodium Diet 1. Condition in which it is used 2. Foods to be used 3. Foods to be avoided 4. Other types a. Karell b. Kemper	Film: "Mild Sodium Restricted Diet," #EM588 "Sodium Restricted Diet" 500Mg. or 100Mg. #EM380 and EM380A Tenn. Heart Association.
	B. Acid Ash Diet 1. When it is used 2. Foods included 3. Foods to be avoided	
	C. Alkaline Ash Diet 1. Purposes 2. Foods to be included 3. Foods avoided	
VI. Modified Diets Vitamins	A. High Vitamin Diets 1. Conditions in which this diet is used 2. Foods containing larger amounts of different vitamins	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
VII. Modified Diets Diabetic Diets	A. Diabetic Diets 1. Relation of diet to disease 2. Preparation and serving 3. Use of exchange lists	"A Guide to the Diabetic" Booklet and Instruction Guide #1PJ-0944-AMD #700917 from Eli Lilly Company Indianapolis Ind. Diabetic Diet Calculator with calorie guide from Upjohn Company. Diabetic Pocket and Charts from Eli Lilly Company.

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Basic Pharmacology and Administration of Medicine

I. Length of Course: 60-70 Hours
  A. Basic Pharmacology--40 hours
  B. Administration of Medicine--20-30 hours

II. Methods of Teaching
  A. Lecture
  B. Demonstration and return demonstration
  C. Audio-visual aids
  D. Student participation
    1. Programmed instruction
    2. Drug Cards
    3. Special Reports
    4. Supervised Clinical Experiences
    5. Tests
  E. Guest Lectures
    1. Adult Education Mathematics Teacher
    2. Pharmacist
    3. Pharmaceutical Representatives
    4. Physicians
    5. Oxygen Therapist

III. Bibliography

American Medical Association. New Drugs, J. B. Lippincott Company, 1969.

American Pharmaceutical Association. The National Formulary, 12 ed., Easton, Pennsylvania, Mack Publishing Company, 1965.

Asperheim, Mary Kaye, Pharmacology for Practical Nurses, Second Edition, W. B. Saunders Co., Philadelphia, Pennsylvania, 1967.

Asperheim, Mary Kaye, The Pharmacologic Basis Patient Care, Philadelphia, Pennsylvania, W. B. Saunders Company, 1969.

Best, C. H. and Taylor, N. B., The Physiological Basis Medical Practice, Sixth Edition, Baltimore, The Williams and Wilkins Company, 1965.

Bowel Evacuation: A Teaching and Reference Manual. Ardsley, New York, Geigy Chemical Corporation, 1966.

Faddis, Margene O. and Grime, Herschel E., The Mathematics of Solutions and Dosage, Including Simple Arithmetic, Third Edition, Philadelphia, J. B. Lippincott Company, 1948.

Falconer, Mary W., Patterson, Robert H., and Gustafeon, Edward A., Current Drug Handbook, 1966-68, W. B. Saunders, West Washington Square, Philadelphia, Pennsylvania, 1966.

Goodman, Louis S., and Gilman, Alfred, The Pharmacological Basis of Therapeutics, Second Edition, The Macmillan Company, 60 Fifth Avenue, New York 11, New York, 1965.

Gavoni, Laura E., Berzon, Faye Clark, and Fall, Marilyn Bellini, Drugs and Nursing Implications, New York, Appleton-Century, 1968.

Hart, Laura K., The Arithmetic of Dosage and Solution, C. V. Mosby Company, St. Louis, 1965.

Hoblitzelle, Lucy F., Pharmacology Applied to Patient Care, Second Edition, Philadelphia, F. A. Davis Co., 1963.

Krug, Elsie E., Pharmacology in Nursing, Eighth Edition, St. Louis, C. V. Mosby Company, 1960.

Modell, Walter, M.D., Editor, Drugs in Current Use and New Drugs, New York, Springer Publishing Company, Inc., 1969.

Musser, Ruth D., and Shubkagel, Betty Lou, Pharmacology and Therapeutics, Third Edition, New York, The Macmillan Company, 1966.

Pharmacology Lecture and Note Series, Philadelphia, Smith Kline & French Laboratories, 1967.

Physician's Desk Reference, Twenty-Third Edition, Oradell, New Jersey, Litton Publications, Inc., 1969.

Practical Nursing Instructors. Pharmacology Lesson Plans, Tennessee State Board for Vocational Education, Murfreesboro, Vocational Curriculum Laboratory, Revised, 1970.

Rodman, Morton J. and Smith, Dorothy W., Pharmacology and Drug Therapy in Nursing, Philadelphia, J. B. Lippincott Company, 1968.

Sackheim, George I. and Robins, Lewis, Programmed Mathematics for Nurses, The Macmillan Company, New York, 1964.

Squire, Jessie, Basic Pharmacology for Nurses, Second Edition, St. Louis, C. V. Mosby Company, 1969.

Thompson, Ella and Murphy, Constance, Textbook of Basic Nursing, First Edition. Philadelphia, J. B. Lippincott Company, 1966.

Wright, Harold N. and Montag, Mildred, Pharmacology and Therapeutics, Seventh Edition, Philadelphia, W. B. Saunders Company, 1959.

IV. Teaching Aids
  A. Audio-visual aids
    1. Motion Pictures
    2. Trainex Filmstrips and Records
  B. Visual-Aids
    1. Overhead Transparencies
    2. Film Loops
    3. Models
      a. Metric and Apothecary Weights and Measurements
      b. Equipment
    4. Printed Material
      a. Pamphlets
      b. Instructional Sheets
      c. Product Information
      d. Newspaper Articles
      e. Nursing Periodicals
    5. Chalk Board
    6. Posters
    7. Charts
    8. Anatomical Models

BASIC PHARMACOLOGY

Section I

A. Suggested Length: 40 Hours

B. Content: Basic terminology, mathematics, skills and techniques necessary for the administration of medications.

C. Recommendations: Parts of this section may be adopted for use in "Nursing Principles and Skills."

COURSE OUTLINE
BASIC PHARMACOLOGY

Section I OBJECTIVES: To afford the student a sound knowledge and thorough understanding of the functions and responsibilities of a Licensed Practical Nurse in the administration of medicines, and the necessary limitations imposed on her in assuming this role.

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
I. Introduction	A. Discussion of course, textbooks, reference materials, assignments, tests and examinations	1. Provide students with a course outline and bibliography.
	B. Importance of pharmacology in nursing	2. Pictures showing the periods of development.
	C. History and development of pharmacology	3. Display of various drugs.
	1. Egyptians and Babylonians	4. Overhead transparencies
	2. Greeks	
	3. Hippocrates--Father of Medicine	
	4. Romans	
	5. Arabs	
	6. Alchemists	
	7. Germans	
	8. Paracelsus, Swiss physician	
	9. Jenner	
	10. Nineteenth Century	
II. Vocabulary	A. Terminology	1. Display various forms of drugs
	1. Pharmacology	
	2. Materia Medica	
	3. Taxicology	2. Overhead transparency
	4. Pharmacy	
	5. Therapeutics	
	6. Drugs	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	B. Forms of Drugs 1. Solids 2. Liquids	
	C. Names of Drugs 1. Official 2. Generic 3. Chemical 4. Trade	
	D. Abbreviations and Terms Used	Discuss Instruction Sheet
III. Source of Drugs	A. Minerals B. Plants C. Animals D. Synthetics	Example of drugs from each source.
IV. Drug Standards	A. Publications 1. United States Pharmacopeia 2. National Formulary 3. New Drugs 4. British and Canadian Pharmacopeia	Show individual book Provide publications for students to see and practice using (re.) PDR.
	5. The International Pharmacopeia 6. Hospital Formulary	Describe each
	B. Legislation 1. Pure Food Act 2. Federal Food, Drug and Cosmetic Act 3. Harrison Narcotic Act	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
V. Arithmetic	A. Basic Mathematics B. Fractions C. Decimals D. Percentage E. Ratio and Proportion F. Roman Numerals	1. Work sheets 2. Flash cards 3. Instructional sheets 4. Mathematics instructor from school system.
VI. Metric and Apothecary System	A. History and Present Use B. Metric System C. Apothecary System D. Conversion Between Systems	1. Instructional sheets 2. Charts 3. Flash cards 4. Overhead transparencies 5. Trainex films and records 6. Sample weights and volume measurements from metric, apothecary and household systems. 7. Work sheets
VII. Application of Mathematics	A. Figuring Dosage Problems B. Calculating Children's Dosages C. Solutions	1. Work sheets 2. Information sheets 3. Demonstration 4. Return Demonstration 5. Pharmacist
VIII. Factors Modifying Dosage	A. Conditions Influencing the Effects of Drugs 1. Age 2. Size 3. Weight 4. General condition 5. Common symptoms of drug reactions	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	B. Preparations 1. Solids 2. Liquids	Transparencies Basic Nursing Skills III Administration of Medications Instruction sheet "Forms of Drugs"
IX. Action of Drugs	A. Description of Action of Drugs B. Absorption 1. Through the skin 2. From the gastroenteric tract 3. From parenteral sites	Instruction sheet "Action of Drugs"
X. Narcotics and Barbituates	A. Definitions B. Review of Legislation C. Narcotics Currently Used D. Barbituates Currently Used E. Actions and Reactions F. Nursing Implications	1. Film: Drug Addiction, Smith, Kline, and French 2. Display records to be used by nurses

ADMINISTRATION OF MEDICINES

OBJECTIVES: To prepare the student in the skills necessary for administration of medications.

Section II

A. Suggested Length: 20-30 Hours

B. Content: Drug Actions and Nursing Implications

C. Recommendations:
   1. Part of this section may be adapted to be taught with medical-surgical nursing and maternal and child nursing.
   2. The student may prepare drug cards during his other clinical experience to reinforce and supplement classroom instruction.

D. Student Goal: The student will have the necessary knowledge and skill to give Medications.

COURSE OUTLINE
ADMINISTRATION OF MEDICINES

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
I. Rules for Giving Medications	A. Legal aspects	1. Instruction sheets
	B. Manner of approaching patient	2. Demonstrations
	C. Giving medications to problem patients	3. Overhead transparencies
	D. The five "R's"	4. Equipment used
	E. Dosage	
	F. Methods of administration	
	G. Contraindications for giving drugs	
	H. The medicine cabinet	
	I. Ethical concepts	
	J. Charting	
	K. Precautions	
II. Routes of Administration	A. Oral	1. Display of equipment
	B. Topical	2. Movies
	C. Instillations	3. Pamphlets
	a. Eye	4. Trainex film and record
	b. Ear	5. Overhead transparencies
	c. Nose	6. Instruction sheets
	d. Rectal	7. Demonstration
	e. Vaginal	8. Return Demonstration
	D. Parenteral	9. Lippincott: Film loops on Injection Techniques
	1. Subcutaneous	
	2. Intramuscular	10. Inhalation Therapist
	3. Intradermal	
	4. Intravenous	
	E. Inhalations	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
III. Charting	A. General rules for charting	1. Instruction sheet
	B. How to chart medications Given by:	2. Sample chart
	1. Intravenous route	
	2. Oral route	
	3. Suppository	
	4. Injection	
	C. Nurses' Notes	
IV. Drugs Used in Conditions of the Endocrine System	A. Introduction including review of Anatomy and Physiology	1. Anatomical Charts
	B. Thyroid Gland	
	C. Parathyroid Glands	2. Display of drugs
	D. Pituitary Glands	
	E. Adrenal Glands	
	F. Pancreas	
	G. Drugs Used in the Treatment of Diabetes Mellitus	
	1. Oral hypoglycemic agents	
	2. Administration of insulin	1. Display of syringes, and types of insulin
	a. Uses of insulin	2. Demonstration
	b. Factors effecting dosage and action	3. Return demonstration
	c. Routes of administration	4. Overhead transparencies
	d. Precautions	5. Pamphlets
	e. Strengths	6. Instructional sheets
	f. Using an insulin syringe	
	g. Measuring insulin in a 2cc syringe	
	h. Techniques of administration of insulin	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	i. Types of insulin j. Peak and duration of action k. Insulin reactions	
V. Drugs Used in Conditions of the Reproductive System	A. Introduction including review of Anatomy and Physiology B. Uterine Sedatives C. Ecbolics D. Emmenagogues E. Ovarian Hormones F. Male Sex Hormones G. Ovulatory Suppressants	1. Anatomical Charts 2. Display of drugs
VI. Drugs Used in Conditions of the Respiratory System	A. Introduction including review of Anatomy and Physiology B. Respiratory Stimulants C. Respiratory Depressants or Sedatives D. Cough Medications (Antitussions) E. Bronchodialators F. Decongestants G. Antibiotics and Chemotherapeutic H. Antihistamines	1. Anatomical Charts 2. Display of drugs
VII. Drugs Used in Conditions of the Gastroenteric System	A. Introduction including review of Anatomy and Physiology B. Digestants C. Antacids D. Anticholinergics E. Antispasmotics	1. Anatomical Charts 2. Display of drugs 3. Giegy Pharmacological Study Guide and Film Bowel Evacuation: A Teaching and Reference Manual

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	F. Emetics G. Antiemetics H. Drugs used as aids in diagnosis I. Catartics J. Antidiarrheics K. Vitamins	
VIII. Drugs Used in Conditions of the Musculoskeletal System	A. Introduction including review of Anatomy and Physiology B. Analgesics C. Hormone Therapy D. Local Applications E. Muscle Relaxants	1. Anatomical Charts 2. Display of drugs
IX. Drugs Used in Conditions of the Urinary System	A. Introduction including review of Anatomy and Physiology B. Urinary Antiseptics C. Diuretics D. Antispasmodics	1. Anatomical Charts 2. Display of drugs
X. Drugs Used in Conditions of the Cardiovascular System	A. Introduction including review of Anatomy and Physiology B. Stimulants C. Depressants D. Vasoconstrictors E. Vasodialators F. Anticoagulants G. Coagulants H. Anti-anemic preparations	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
XI. Drugs Used in Conditions of the Central Nervous System	A. Introduction including review of Anatomy and Physiology B. Cerebrospinal Stimulants C. Cerebrospinal Depressants	1. Anatomical Charts 2. Display of drugs
	D. Analgesics 1. Non-narcotic 2. Narcotic E. Anesthetics F. Hypnotics G. Sedatives H. Anticonvulsants I. Tranquilizers	1. Anatomical Charts 2. Display of drugs
XII. Drugs Used in Conditions of the Peripheal and Autonomic Nervous System	A. Introduction including review of Anatomy and Physiology B. Miscellaneous drugs according to action including: 1. Adrenergic Drugs 2. Cholinergic Drugs 3. Anticholinergic Drugs	1. Anatomical Charts 2. Display of drugs
XIII. Drugs Used in Conditions of the Skin, Mucous Membranes and Eye	A. Introduction including review of Anatomy and Physiology B. Soothing Agents C. Antibacterial Agents D. Antifungal Agents E. Pediculicides F. Scabicides G. Stimulants	1. Anatomical Charts 2. Display of drugs 3. Models

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	H. Drugs Affecting the Eye 1. Mydriatics 2. Myotics 3. Antiseptics 4. Antibiotics 5. Anesthetics	
XIV. Anti-Infective Agents	A. Introduction and review of Pathology B. Antibiotics C. Chemotherapeutic Agents D. Antiseptics E. Disenfectants F. Germicides G. Fungicides	1. Display of drugs
XV. Miscellaneous	A. Toxicology B. Immunizations	1. Use of charts on poisons and their antidotes. 2. Immunization schedule from Public Health Department.

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STATE OF TENNESSEE
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207 CORDELL HULL BUILDING
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Geriatric Nursing

I. Length of Course: 25 Hours

II. Methods of Teaching
  A. Lecture
  B. Demonstration, Return Demonstration
  C. Films
  D. Student Participation
  E. Field Trip
  F. Testing
  G. Evaluation

III. Bibliography

  A. Hasler, Doris, The Practical Nurse and Today's Family, Macmillan Company, New York, 1964.
  B. Keane, Claire Brackman, Essentials of Nursing, W. B. Saunders Company, Philadelphia, 1965.
  C. Newton, Kathleen and Anderson, Helen, C., Geriatric Nursing, C. V. Mosby Co., St. Louis, 1966.
  D. Smith, Dorothy W., Gips, Claudia D., Care of the Adult Patient, J. B. Lippincott Company, Philadelphia, 1966.
  E. Stevens, Marion Keith, Geriatric Nursing for Practical Nurses, W. B. Saunders Co., Philadelphia, 1965.

IV. Teaching Aids
  A. Pamphlets
  B. Film
  C. Guest Speakers

V. Clinical experience in a nursing home is suggested. The length of this experience will vary. It is wise to plan for at least two weeks and not more than four.

COURSE OUTLINE
GERIATRIC NURSING

COURSE OBJECTIVE: To have the student understand the mental and physical changes occurring with the aging process and thus being able to give better nursing care to the geriatric patient.

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
I. Introduction	A. Definitions and Spelling	
	1. Convalescent	
	2. Chronic illness	
	3. Geriatrics	
	4. Physical therapy	
	5. Occupational therapy	
	6. Diversional therapy	
	7. Gerontology	
	8. Senescence	
	9. Senility	
	10. Maturity	
	11. Socioeconomic	
	12. Cultural	
	13. Aged	
	14. Chemotherapy	
	B. Social and Economic Aspects of Growing Old	
	1. The Life Span	
	2. Retirement	
	3. Needs of the Aged	
	a. Economic	
	b. Medical and nursing supervision	
	c. Emotional security	
	d. Religious needs	
	e. Recreational needs	
	f. Social needs	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
II. The Process of Growing Old	A. Review Growth and Development	
	B. Physical Changes 1. Skin 2. Digestion 3. Musculoskeletal 4. Cardiovascular 5. Special senses	
	C. Mental Changes 1. Personality and behavior changes 2. Mental deterioration	
	D. Daily Care of the Aged	Have Physical Therapist from Health Department give instructions.
III. The Importance of the Aged Today	A. Increase in Number of Aged	Bring out life expectancy at the present time. Discuss Medicare for aged.
	B. Medical Care Improved	
	C. Interpretation to Family	
	D. Self-care	
	E. Social Planning	Have nurse from Public Health Department discuss Medicare
	F. Medical Facilities	
	G. Community Care Agencies	
IV. Types of care available	A. Home Care	Have class visit one of Hill-Burton nursing homes or convalescent center.
	B. Hospital Care for Chronically Ill	
	C. Nursing Homes 1. Private 2. Governmental	
	D. Convalescent	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
V. Planning for Old Age	A. The Life Span	
	1. Statistics on life expectancy	
	B. Employment Changes	
	C. Living Conditions	
	D. A Plan	Guest Lectures from Department of Public Welfare
	1. Economic security	
	2. Retirement home	
	3. Spiritual security	Obtain material from Insurance Companies and Department of Public Health
	4. Recreation	
	5. Employment	
	6. Health supervision	
VI. Special Medical Problems	A. Nervous System	
	1. Mechanism controlling body temperature	
	2. Specific conditions	Plan visit to Occupational Therapy Department in a Nursing Home or Hospital.
	a. Palsy	
	1. Treatment & nursing care	
	a. Help with eating	
	b. Palliative	
	c. Chemotherapy	
	d. Warm bath & massage	
	e. Problems	
	1. Accidents	
	b. Mental disease	
	1. Treatment & nursing care	
	c. Cancer	
	1. Treatment & nursing care	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	B. The Skin 1. Good skin care C. Musculoskeletal System 1. Arthritis a. Treatment & nursing care 1. Chemotherapy 2. Physical therapy 2. Hip Fractures a. Treatment & nursing care 1. Footboards 2. Traction 3. Prevention of decubiti 4. Mental confusion D. The Digestive System 1. Teeth 2. Slowing down of digestive processes 3. Cancer a. Treatment b. Nursing care	
	E. The Circulatory System 1. Circulation slows down 2. Specific conditions a. Stroke	Pamphlet from Public Health Department, Strike Back at Stroke
	1. Treatment & nursing care a. Footboard b. Passive exercise	Film: Mrs. Reynolds Needs a Nurse, Smith, Kline, & French Lab.
	c. Prevention of decubiti	Film: Second Chance, Tennessee Public Health Department

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	d. Use of walkers	
	e. Improvision of equipment	
	b. Arteriosclerosis	
	1. Treatment & nursing care	
	c. Congestive heart failure	
	1. Treatment	
	2. Nursing Care	
	F. The Respiratory System	
	1. Bronchitis	
	a. Treatment and nursing care	
	2. Pneumonia	
	a. Treatment and nursing care	
	3. Cancer	
	a. Treatment and nursing care	
	G. The Urinary System	
	1. Kidney disease	
	a. Treatment and nursing care	
	2. Enlarged Prostate Gland	
	a. Treatment and nursing care	
VII. Special Surgical Problems	A. Pre-op Care	Outline nursing procedure in pre-op care.
	B. Post-op Care	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	C. Common Geriatric Surgical Conditions	Outline nursing procedures in post-op Care.
	D. Nursing Problems	List common geriatric disorders.
VIII. Special Nursing Problems	A. Unable to Withstand Changes in Temperature	
	B. Difficulty with Digestion	
	C. Impairment of Coordination 1. Prevention of accidents	
	D. Oral Care 1. Dentures	
	E. Failing Memory	
	F. Impairment of Senses 1. Hearing 2. Smelling 3. Taste 4. Sight 5. Touch	
	G. Careless Hygiene 1. Less interest in personal grooming	
IX. Special Mental and Emotional Problems	A. Make the person feel wanted and important 1. Listen to each patient individually	
	B. Independence	
	C. Planned Diversion	
	D. Assisting with Personal Care	
	E. Financial Assistance	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	F. Pleasant Environment	
	G. Importance of Effects of Medications	
	H. Care of Bladder and Bowels	
	1. Incontinence	
	2. Distention	
	3. Impaction	
	I. Exercise	Physical Therapist speak to class
	J. Posture	
	K. Sleep	Bedside class
	L. Prevention of Contractures	
	M. Prevention of Decubiti	
X. Nutrition	A. Importance of Adequate Diet	Dietitian speak to class
	1. Proteins	
	2. Minerals and vitamins	
	3. Special diets	
	B. Obesity	
	C. Food Habits, Likes and Dislikes	
	D. Feeding	
	E. Encouragement	
	F. Teaching	
XI. Rehabilitation	A. General Rules for Nursing	Review Body Mechanics Nutrition, Skin Care, Ambulation
	B. Fundamental Principles to be Considered	
	C. Economic Aspects	
	D. Recreation	

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Pediatric Nursing

I. Length of Course--60 Hours
  A. Division of Hours
    1. Normal Child Care--23 hours
    2. Clinical Conditions--25 hours
  B. Clinical Experience
    1. Students may be placed in hospitals, clinics, physicians' offices, child care facility, or nursery or kindergarten or other facility if it is a meaningful experience for the student. It is well for the experience to be planned that the student will have both normal and abnormal conditions of children.

II. Methods of Teaching
  A. Lecture
  B. Demonstrations, return demonstrations
  C. Films, slides and transparencies
  D. Student participation, nursing care plan
  E. Charts and posters
  F. Chalk Board
  G. Field trips
  H. Evaluating and testing
  I. Public health clinics
  J. Doctors' Offices

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1. Armstrong, Inez L. and Browder, Jane J., "The Nursing Care of Children," Philadelphia, F. A. Davis Co., 1964.
2. Babcock, Dorothy Ellen, "Introduction to Growth, Development and Family Life," F. A. Davis Co., Philadelphia, 1966.

3. Blake and Wright, "Essentials of Pediatric Nursing," J. B. Lippincott Co., Philadelphia, 1967.
4. Bookmiller and Bowen, "Textbook of Obstetrics and Obstetrical Nursing," W. B. Saunders Co., Philadelphia.
5. Broadribb, Violet, "Foundations of Pediatric Nursing," J. B. Lippincott Co., Philadelphia, 1967.
6. "Hospital Care of Newborn Infants," American Academy of Pediatrics, 610 Church Street, Evanston, Illinois.
7. Ingalls, A. Joy, Salerno, M. Constance, "Maternal and Child Nursing," The C. V. Mosby Co., St. Louis, Mo., 1967.
8. Lyon and Wallinger, "Nursing of Children," W. B. Saunders Co., Philadelphia, 1969.
9. Marlow, D. and Sellew, G., "Textbook of Pediatric Nursing," W. B. Saunders Co., Philadelphia, 1961.
10. Thompson, Elonor Dumont, "Pediatrics for Practical Nurses," W. B. Saunders Co., Philadelphia, 1967.

IV. Teaching Aids
   A. Chalk Board
   B. Films
   C. Posters
   D. Charts
   E. Programmed Instruction
   F. Individualized Instruction
   G. Discussion
   H. Student Participation
   I. Demonstrations--return demonstrations

COURSE OUTLINE
PEDIATRIC NURSING

OBJECTIVES: To enable the practical nurse to understand physical, emotional and social needs of the hospitalized child by comparing them to the behavior, growth and development of the normal child.

To enable the nurse to render nursing care in the special nurse-patient situations involved in the care of children by applying nursing principles in the pediatric clinical area.

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
I. Introduction to Pediatric Nursing	Definition of Pediatrics	
	The Children's Bureau	
	White House Conference	
	Changing Attitudes in Child Care	
	The Public Health Department	
II. The Child in the Hospital Situation	The children's ward	
	Safety	
	Emotional aspects of hospitalization	
	The child's reaction	
	Parent's feelings	
	Admission	Demonstration and Clinical Practice
	Physical examination of the pediatric patient	
	Taking the temperature, pulse, and respirations	Demonstration and Clinical Practice
	Taking the blood pressure	Demonstration and Clinical Practice
	Weighing the child	
	Measuring the child's height	
	Collecting urine specimen from the child	Demonstration and Clinical Practice
	Diversional activities for the hospitalized child	
	Admission of the child with a contageous disease	Review Isolation Technique

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	Charting and Record Keeping	Clinical Practice
III. Medications for the Pediatric Patient (May be given in "Administration of Medicines.")	Clark's rule	
	Young's rule	
	Administration of intramuscular injections to children	Clinical Practice
	Administration of oral medications to children	Clinical Practice
	Administration of rectal medications to children	Clinical Practice
IV. Introduction to the Newborn Nursery (May be given in "Maternity Nursing.")	The Nursery Environment	
	Orientation to the nursery	
	Preventing infection in the newborn nursery	Clean a Nursery unit, Demonstration and Clinical Practices.
	Hand washing	
	Clothing of personnel	
	Health examination of personnel	Demonstration and practice in hand washing
	Laboratory cultures of equipment	
	"Individual Care"	
	Nursing Equipment	
	The bassinet	How to make a bassinet demonstration and practice.
	The scales	Learn to balance the scale
	The diaper pail	
	Safety measures practical in the nursery	
	"Rooming In"	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
V. The Normal Newborn (May be taught in "Maternity Nursing.")	Physical characteristics of the newborn Weight Measurements Respiratory system Circulatory system Musculoskeletal system Nervous system Genitourinary system Intestinal tract The genitalia The skin The cry	It is recommended that all students rotate through well baby clinics, Public Health Departments or doctors' offices to observe the care of the normal child
VI. Newborn Nursery Care	Orientation to the nursery (cont.) The immediate care of the newborn	
	Identification of the newborn Admission weight and measurements Inspection for anomalis	Make identification of newborn, with supervision . Weigh and measure the newborn.
	Temperature, pulse, respiration Care of the eyes	
	Care of the skin Care of the cord Charting	Demonstrate putting drops in the eyes Demonstrate on admission bath.
	Meeting the needs of the newborn (daily care)	
	Lifting and carrying the newborn Diapering and dressing the newborn Weighing and measuring the newborn Preparation of the formula	Demonstration and clinical practices

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	Bathing the newborn	
	Breast feeding	
	Bottle feeding	
	Care of the eyes	
	Care of the cord	
	Circumcision	
	Postoperative care	
	PKU	
	Nursing Routine	
	Charting	
	Hospital Discharge	
	Home Care	
	Medical Supervision	
VII. The Premature Infant	Physical characteristics of the premature	
	Physical status of the premature	
	Apjar chart	
	Operation of an incubator	
	Operation of an isolette	
	Use of oxygen	
	The oxygen analyzer	
	Retrolental filroplosia	
	Close observation	
	Preventing infection	
	Nutrition of the premature infant	
	Assist with gavage feeding	
	Positioning and handling the premature	
	Hospital discharge	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
VIII. Disorders of the Newborn	Congenital Anomalies	
	Hydrocephales	
	Microcephalia	
	Spina bifida	
	Erythroblostosia fetalis	
	Mongalism	
	Cleft lip (hair lip)	
	Cleft palate	
	Congenital Heart Conditions	
	Tetrology of Falbot	
	Pulmonary stenosis	
	Septal defect	
	Patent ductus arteriocius	
	Club Foot	
	Imperferate anus	Demonstrate method of applying "Adhesive pitals" around cast
	Epispadias	
	Hypospadias	
	Phimosis	
	Birth Injuries	
	Introcranial hemorrhage	
	Dislocations and fractures	
	Cephal hemotoma	
	Caput succedanum	
	Respiratory Complications	
	Atelectasis	
	Hylaline membrane	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	Infection	
	Symptoms of infections in the newborn	Clinical practice in observations and charting
	Thrush	
	Diarrhea	
	Impetigo	
	Staphylococcus aureas	
	Ophthmia neonatorum	
IX. The Normal Infant (Newborn to One Year)	General Characteristics:	
	Teeth	
	Oral Hygiene	
	Growth and Development:	
	Factors that influence growth and development	
	Physical Development (wks. or mos.)	
	Social Behavior	
	Care and Guidance	
	Sleep	
	Diet	
	Mental and emotional	
	Exercises	
	Immunizations	
	Medical supervision	
X. Disorders of Infant	The Ear	
	Otitis Media	Adm. of Ear Drops

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	Respiratory System	Adm. of Nose Drops
	Common Cold	
	Tissue Disorders	
	Hernia	
	Hydrocele	
	Gastro-Intestinal Tract	
	Vomiting	
	Pyloric stnosis	Mummy Restraints
	Nutritional deficiency	Care of Infant Receiving
	Dehydration	Parental Therapy
	The Skin	
	Infantile eczema	Arm Restraints
	Cradle cap	
XI. The Normal Toddler	General Characteristics	
(Age 1 to 3)	Growth and Development (ages and stages)	
	Factors that influence growth and development	
	Physical development	
	Social behavior	
	Care and guidance	
	Speech development	
	Toilet training	
	Play	
	Sleep	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	Teeth Mental and emotional guidance Medical supervision Immunization	
	Nutritional Needs	
	Accident Prevention Mouth to Mouth resuscitation	Demonstration
XII. Disorders of the Toddler	Nervous System Cerebral palsy Convulsions	
	Skeletal System Fractures	Demonstrate Bryant's traction and clinical care of child in traction (if possible)
	Digestive System Parasites Enema procedure for child Collecting stool specimen	Demonstration and Clinical Practice
	Common Communicable Diseases Measles Whooping cough Chicken pox Diptheria Scarlet fever Paretitis	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	Incubation Period	
	Symptoms & Prevention	Demonstration of Positioning for Lumbar Puncture
	Modes of Transmission	
	Meningitis	
	Infectious Hepatitis	
	Infectious Mononucleosis	
	Rocky Mountain Spotted Fever	
	Small pox	
	Poliomyelitis	
	Blood	
	Hemophilia	
	Respiratory System	
	Croup	
	Steam Inhalation	Demonstration
	Croup Tent	Demonstration
	Pneumonia and pneumonitits	
	Croupette	Demonstration
	Croupaire (mistofies, vaporizer, humidifier)	Demonstration
	Cooling sponge bath	Demonstration
	Croup kettle	Demonstration
	Urinary system	
	Nephrosis	
	Wilm's tumor	
	The Ear	
	Deafness	
	Foreign bodies in the ear	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
XIII. The Preschool Child (Age 3-6)	General characteristics	
	Physical development (ages and stages)	
	Social development	
	Mental and emotional guidance	
	Nutritional needs	
	Nursery school and kindergarten	Field trip
	Medical supervision	
	Nursery school	
XIV. Disorders of the Preschool Child	Blood	
	Leukemia	
	Respiratory System	
	Adenoiditis	
	Tonsilitis	
	Removal of the tonsils and adenoids (T & A)	
	Preoperative care Postoperative care	
	The Eye Strasbismus	
XV. The School Age Child (6-10)	General characteristics	
	Growth and development	
	Physical development	
	Social behavior	
	Care and guidance	
	Nutritional needs	
	Booster immunizations	
	Medical supervision	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
XVI. Disorders of School Age Child	Circulatory System Rheumatic Fever Digestive System Appendicitis Skin Burns Pediculus capitis Endocrine System Diabetes--Compare with diabetes in the adult	Positioning
XVII. Puberty and Adolescence (8-10)	Preadolescent General characteristics Physical development Mental development Social development Care and guidance Nutritional needs	
XVIII. The Adolescent	General characteristics Physical development Mental development Social development Care and guidance Nutritional needs Booster immunization Medical supervision	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
XIX. Disorders of Adolescents	Respiratory System Tuberculosis Skin Acne vutgaris Reproductive System--Dysmenorrhea Dietary Defeciencies Obesity Malnutrition	

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Mother and Infant Care

I. Lenght of Course--60 Hours--40 Hours Classroom
20 Hours Clinical

- A. Clinical Experience
  - 1. Division Assignment: During the required six weeks of clinical experience we recommend the following breakdown:
    - a. One week prenatal clinic, public health department or doctor's office.
    - b. Two weeks labor and delivery room.
    - c. Two weeks pospartum.
    - d. One week newborn nursery.
  - 2. Suggestions
    - 1. We suggest the student follow one or more patients throughout her prenatal care, labor and delivery and postpartum care. This could be accomplished by affiliation with the Prenatal Clinic, Health Department, or doctor's office. During the time of affiliation the student could select a patient whose expected date of confinement coincides with her rotation in labor and delivery. We believe the case study in obstetrics should be done on a patient of this type rather than one with whom the student has had limited contact. By following the patient through the various services the experience will be more meaningful to the student.
      The master curricula could allow sufficient time for students to choose prenatal patients.

II. Methods of Teaching

- A. Discussion
- B. Demonstrations--return demonstrations
- C. Films
- D. Nursing care plans by students
- E. Information sheets
- F. Individualized instruction

G. Programmed instruction
H. Role playing
I. Field trips

III. Bibliography

A. Bethea, Doris C., "Introductory Maternity Nursing," J. B. Lippincott Co., Philadelphia, 1968.
B. Bleier, Inge J., "Maternity Nursing, A Textbook for Practical Nurses," W. B. Saunders Co., Philadelphia, 1966.
C. Bookmiller and Bowen, "Textbook of Obstetrics and Obstetrical Nursing," W. B. Saunders Co., Philadelphia, 1967.
D. Davis and Ruben, "De Lee's Obstetrics for Nurses," W. B. Saunders Co., Philadelphia, 1966.
E. Hamilton, Persis Mary, "Basic Maternity Nursing," W. B. Saunders Co., Philadelphia, 1971.
F. Ingalls, A. Jay and Salemo, M. Constance, "Maternal and Child Nursing," C. V. Mosby Co., St. Louis, 1971.
G. Spock, Benjamin, "Baby and Child Care," Pocket Books, Incorporated, New York, 1959.
H. Sobal, Evelyn and Robischon, Paulette, "Family Nursing," The C. V. Mosby Co., St. Louis, 1971.
I. Thompson and Murphy, "Textbook of Basic Nursing," J. B. Lippincott Co., Philadelphia, 1966.

IV. Teaching Aids
A. Chalk Board
B. Films
C. Charts
D. Posters
E. Information Sheets
F. Individualized Instruction
G. Programmed Instruction
H. Discussion

COURSE OUTLINE
MOTHER AND INFANT CARE

OBJECTIVE: To prepare students to give safe and efficient nursing care to mothers and infants.

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
I. Introduction	A. Objectives of the course of study B. History of maternity care C. Responsibility of the Practical Nurse D. Community resources 1. Public health services 2. Maternity and well-baby clinics 3. Private services 4. Sponsoring clinical agent	BIRTH ATLAS, from Maternity Center, New York. O.B. Transparencies--from State Department Human Development Models Anatomical Charts and Pelvic Models
II. Review of the Reproductive System	A. The pelvis B. The female organs of reproduction C. The male organs of reproduction	NUTRITION FOR NURSES by Phyllis Howe Films:
III. Pregnancy	A. Conception B. Sign and symptoms C. Physiological changes D. Emotional changes E. Total development from conception to delivery	*"From Generation to Generation" "Normal Delivery" *"All my Babies" *"Good for Life" *Available from State Department of Public Health.
IV. Prenatal Care Give total prenatal care	A. Medical supervision 1. Visits to doctor or clinic, or Public Health Department 2. Visits to the dentist	Slides:

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	3. Hygienic measures (a) Physical (b) Emotional 4. Diet 5. Medication 6. Preparation for parenthood B. Discomforts 1. Digestive disturbances--nausea, vomiting, heartburn, constipation 2. Circulatory disturbances--varicosities, hemorrhoids, and edema 3. Dyspnea 4. Backache and muscle cramps 5. Vaginal discharge and pruritis C. Give total nursing care to prenatal patients because of complications. 1. Premature termination 2. R.H. factor 3. Pyelitis and cystitis 4. Hyperemesis gravidarum 5. The toxemias (a) Acute (1) Pre-eclampsia (2) Eclampsia (b) Chronic mephritis (c) Chronic hypertension 6. Hemorrhagic conditions	Pregnancy and Anatomical Illustrations and Booklets, Carnation Co., Los Angeles, Calif. Students assigned to assist and/or observe in the Prenatal Obstetric Clinic, private office, or Public Health Department Students may be assigned survey of obstetrical services in the community. List the types of services and approximate cost of each. Visit a Mother's or Father's class. Make a list of essential items needed and the approximate minimal cost for a newborn. Plan a day's menu for a pregnant woman on moderate or sedentary work. Study charts on births and infant mortality from Children's Bureau, Washington, D.C. Use opaque projector or overhead projector to show colored pictures of various complications, such as placenta previaectopic preg., etc.

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	(a) Abortion	
	(b) Ectopic pregnancy (c) Placenta previa (d) Abruptia placenta	Hold bedside conference on several patients with complications; stress nursing care.
	(e) Other hemorrhagic complications	
	D. Diseases complicating pregnancy 1. Tuberculosis	Discuss the various types of abortions and the nursing care.
	2. Diabetes mellitus 3. Syphillis 4. Gonorrhea 5. Heart disease 6. Respiratory disease 7. German measles and other viral infections	
V. Phenomenon of Labor Total care of patient in labor	A. Physiology of labor 1. Definition	
	2. Causes 3. Signs of labor	Students to observe a minimum of two deliveries.
	(a) Lightening (b) False labor (c) Show (d) Rupture of membranes 4. Uterine contractions	
	(a) Frequency (b) Duration--How to time contractions	Students should keep a chart showing progress.
	(c) Severity	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	5. Prolonged labor	
	6. Patient reaction	
	7. Family reaction	
	8. Natural childbirth	
	B. Stages of labor and nursing care in each stage	
	C. Operative delivery	
	1. Caesarian section	
	2. Forcep delivery	
	D. Home delivery	
VI. Post-Partum Care Give complete post-partum care	A. Care of uterus	
	1. Measurement and massage of fundus	Demonstrate all procedures in classroom or on ward. Students give return demonstration on the ward.
	2. Application of ice bag	
	3. Relief of afterpains	
	B. Perineal care	
	1. Irrigation	
	2. Heat lights	
	3. Compresses	Students assigned to care for post-partum patients either shortly after, or during the time their material is being taught.
	4. Ointment and sprays	
	5. Sitz baths	
	C. Observation of perineum	
	1. Lochia	
	2. Sutures	
	3. Episiotomy	
	D. Elimination	Students to prepare a nursing care study on a mother (normal or abnormal). If possible, student should be in contact with patient during prenatal period, labor, and post-partum period.
	1. Voiding	
	2. Laxatives	
	3. Enema	
	4. Intake and output if indicated	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	E. Breast care	
	1. Binders	
	2. Application of cold and heat	
	3. Care of nipples	Student to assist mother in breast feeding of infant.
	4. Instruction for breast feeding	
	F. Medications	
	G. Early ambulation	
	H. Complications of the pureperium	
	1. Mastitis	
	2. Sepsis	
	3. Phlebitis	
	4. Fistula	
	5. Cystitis	
	6. Subinvolution	
	7. Psychosis	
VII. Immediate Care of the Newborn Complete care of the newborn in the nursery	A. Care of the cord	Student to care for newborn in delivery room.
	B. Care of the eyes	
	C. Identification	
	D. Observation for abnormality	
		Charts on newborn and premature from: Ross Laboratories Director of Nursing Services Columbus, Ohio 43215
VIII. Discharging the Patient	A. Self-care at home	
	B. Medical advice and follow-up	
IX. Family Planning	A. Community resources	
	B. Private physician	
		Hold bedside conference whenever possible.

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Emergency Nursing

I. Length of Course--30 Hours

II. Methods of Teaching
  A. Lecture and Discussion
  B. Demonstrations and return demonstrations
  C. Audio-visual aids

III. Bibliography
  A. American Red Cross, First Aid Manual
  B. Cooley, Donald G. Ed., Family Medical Guide, Meridith Press, New York, 1966.
  C. Creighton, Helen, Law Every Nurse Should Know, W. B. Saunders Co., Philadelphia, 1958.
  D. Johnston, Dorothy F., Total Patient Care, C. V. Mosby Co., St. Louis, 1967.
  E. Keane, Claire B., Essentials of Nursing, W. B. Saunders Co., Philadelphia, 1969.
  F. Rapier, Koch, Moran, Practical Nursing, St. Louis, C. V. Mosby, 1966.
  G. Smith and Gibbs, Care of the Adult Patient, J. B. Lippincott Co., Philadelphia, 1966.
  H. The American National Red Cross, First Aid, Doubleday and Co., Inc., Garden City, N. Y., 1957.
  I. Thompson and Murphy, Basic Nursing, J. B. Lippincott Co., Philadelphia, 1966.
  J. U. S. Office of Health, Education and Welfare, Family Guide Emergency Health Care, 1963.

IV. Teaching Aids
  A. Text
  B. Booklets
  C. Films and Film Strips
  D. Transparencies
  E. Bandaging materials, blanket, splints, tourniquets
  F. Materials from pharmacy
  G. Resusi--Anne
  H. Medical Self-Help Training Kit
  I. Projectors

COURSE OUTLINE
COMMON EMERGENCIES

OBJECTIVE: To enable the student to give safe emergency care, establish a working knowledge of survival in disaster situations, and to exercise judgment and skill within her limitations.

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
I. Emergency Treatment and First Aid Red Cross First Aid Course--10 Hours	A. Principles of First Aid	Red Cross Instructor (If available)
	1. Common emergencies	
	a. Wounds Types Treatment	
	b. Shock	
	c. Burns Classification Treatment	
	d. Poisons Prevention Types Common emetics Common antidotes	Film: One Day's Poison, Tennessee Dept. of Public Health. Visit to Poison Control Center. Drug labels from drugs which are poisonous.
	e. Bleeding Types Treatment	Demonstrate use of tourniquet.
	f. Splints and fractures Types Method of immobilization	Demonstration of methods--show ways of improving
	g. Foreign Bodies Means of entry Removal Precautions	
	h. Bites Types Treatment	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	i. Temperature reactions Heat Cold	
	j. Unconsciousness Causes, Treatment	
	k. Artificial respiration Indications Methods	
	l. Bandaging Pressure Protective	Demonstrations and return demonstrations of various types.
	m. Transportation of the injured Indication Methods	Demonstrations
	n. Safety measures for prevention of accidents Home safety Highway safety Water safety Hospital safety Falls Restraints Hand rails Side rails Obstacles Spills	Demonstrations and applications of restraints
	o. Fire prevention	Fire Department Show types of fire extinguishers and demonstrate use.

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
II. Legal Aspects--2 Hours	A. Legal Implications 1. Hospital responsibilities 2. Responsibility of the nurse 3. "Good Samaritan Act"	Lawyer Discussion Show incident report blanks.
III. Emergency Care-- 4 Hours	A. Airway B. Hemorrhage C. Shock	Textbooks Bandages Tourniquets Spoons or tongue blocks Blankets or cover Watch Resusi--Anne Tests
IV. Medical Self-Help Training	A. Disaster Nursing 1. Introductions 2. Disaster agencies 3. Responsibilities and functions of the nurse 4. Radioactive fallout and shelter 5. Healthful living in emergency a. Emergency sanitation 6. Nursing care of the sick and injured a. General procedure b. Common illnesses c. Emergency childbirth	Film or film strips with medical self-help kit. Available through Public Health Dept. or Civil Service.

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	d. Infant and child care e. Radiation sickness	
V. Clinical Phase	A. Experience in 1. Emergency room 2. Intensive care unit 3. Out-patient department 4. Physical therapy	

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Psychiatric Nursing and Mental Health Concepts

I. Length of Course--30 Hours
  A. Growth and Development
  B. Mental Nursing
  C. Therapy and the Nurse

Lesson plans may be made from outline. Time is assigned to each topic but may be changed at the discretion of the instructor.

II. Methods of Teaching
  A. Lecture
  B. Nursing Care Plans by Students
  C. Observation of patients as to nursing needs by students
  D. Films
  E. Role-Playing
  F. Field Trips

III. Bibliography

A Journal of the American Psychiatric Association, Hospital and Community Psychiatry, Volume 19, No. 9, September 1968.
American Psychiatric Association, Committee on Public Information, A Psychiatric Glossary, Washington, D. C., 1964.
Brownell, Kathryn O., Culver, Vivian M., The Practical Nurse--A textbook of Nursing, 6th Edition, W. B. Saunders Company, Philadelphia, 1964.
Crawford and Buchanan, Psychiatric Nursing, A Basic Manual, 2nd Edition, F. A. Davis Company Philadelphia, 1966.
Dennis and others, Psychology of Human Behavior, 3rd Edition, W. B. Saunders Company, 1967.

Kalkman, Marion E., *Introduction to Psychiatric Nursing*, 3rd Edition, Blakiston-McGraw Book Company, Inc., New York, 1967.

Orlando, Ida Jean, *The Dynamic Nurse-Patient Relationship*, G. P. Putnam's Sons, New York, 1961.

Rapier, Dorothy K., R.N., *Practical Nursing*, 3rd Edition, C. V. Mosby Company, St. Louis, 1966.

Robinson, Alice M., *The Psychiatric Aide*, 3rd Edition, J. B. Lippincott Company, Philadelphia, 1964.

Roche Laboratories, *Let Your Light So Shine*, Nutley, New Jersey.

Ross, *Personal and Vocational Relationships*, 2nd Edition, J. B. Lippincott Company, Philadelphia, 1965.

Schwartz and Shockley, *The Nurse and the Mental Patient*, John Wiley and Sons, Inc., New York, 1965.

Thompson and Murphy, *Textbook of Basic Nursing*, J. B. Lippincott Company, Philadelphia, 1966.

COURSE OUTLINE

Mental Nursing Part I--Developmental Psychology--10 Hours

OBJECTIVES:

1. To help the student nurse understand the development of the personality, the defense mechanisms, and some of the working concepts of mental health.
2. To teach the student nurse the application of the working concepts of mental health in basic nursing care.
3. To assist the student nurse in becoming familiar with the approaches to psychiatric behavior patterns.

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
GROWTH AND DEVELOPMENT		
I. Introduction (1 hr.)	Psychology--The bridge which links the biological and social sciences.	Psychology of Human Behavior, Dennis. Textbook of Basic Nursing, Thompson and Murphy.
II. Criteria for a Healthy Personality (1 hr.)	A. Heredity and Environment B. Good Physical Health C. Good Mental and Emotional Health D. Social Adjustments	Textbook of Basic Nursing, Thompson and Murphy. Psychology of Human Behavior, Dennis. Personal and Vocational Relationship in Nursing, Ross. Film: Toymakers, Smith, Kline and French Lab.
III. Personality Development (2 hrs.)	A. Structure or Dynamics of Personality Development B. Theory of Needs 1. Basic or Primary Needs 2. Psychosocial or Secondary Needs	Textbook of Practical Nursing, Thompson and Murphy.

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	3. Results of Deprivation C. Ages and Stages in Man (Stages of Psychological Development)	Psychology of Human Behavior, Dennis. Film: Ages and Stages of Personality Development, Vocational Education Film Library.
IV. Emotions (1 hr.)	A. Development B. Physiological Aspects C. Emotional Control	Textbook of Basic Nursing, Thompson. Psychology of Human Behavior. Dennis. Psychology of Life, Rach.
V. Mental Mechanisms (3 hrs.)	A. Defense Mechanisms B. Defenses that Went Wrong	Textbook of Basic Nursing, Thompson and Murphy. You and Psychiatry, Menninger and Leaf. Psychology of Human Behavior, Dennis.
VI. Working Mental Health Concepts (2 hrs.)	A. Disease Conditions 1. Meeting the emotional needs of the surgical patient 2. Meeting the emotional needs of the medical patient	Psychiatric Nursing: A Basic Manual, Crawford and Buchanan. Obstetrics for Nurses, Zabriskie.

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	B. Mother and Infant Care 1. Meeting the emotional needs of the patient in labor and delivery 2. Meeting the needs of the newborn. C. Child Nursing D. The Aged and Handicapped E. Emergency	Textbook of Basic Nursing, Thompson and Murphy. Educational Tours of : 1. Day Care Nursery 2. Nursing Home for Aged Film: The Two-Year Old Goes to the Hospital. Homes That Care.

COURSE OUTLINE
Mental Nursing Part II--20 Hours

OBJECTIVES:

1. To help the nurse understand the basic principles of nursing the mentally ill.
2. To help the nurse develop the proper attitude toward the mentally ill and those patients exhibiting unusual behavior temporarily.

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
INTRODUCTION TO MEDICAL-SURGICAL NURSING		
VII. Introduction to Psychiatric Nursing (2 hrs.)	A. Definitions B. Social Attitudes C. Causes of Mental Illness D. Incidence of Mental Illness	Textbook of Basic Nursing, Thompson and Murphy. Mosby's Review of Practical Nursing.
VIII. Mental Hospitals (1 hr.)	A. Types of Mental Hospitals B. Methods of Admission	The Practical Nurse, Brownell and Culver.
IX. Basic Concepts of a Therapeutic Environment (1 hr.)	A. Essential attitudes for the Nurse B. Needs of the patient C. Hygiene D. Factors hindering therapy	Practical Nursing, Rapier.
X. Basic Approaches to Psychiatric Behavior Patterns (1 hr.)	A. Guides for observation B. Guides for recording and reporting	
XI. Special Types of Behavior Patterns (3 hrs.)	A. The new admission B. The withdrawn patient C. The underactive patient D. The overactive patient E. The suspicious patient F. The worrying patient	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
XII. Security Measures (1 hr.)	A. Handling keys B. Potentially dangerous articles C. Group management D. Prevention of escape E. Prevention of injury to self and others F. Restraint measures G. Fire Prevention	Review of Practical Nursing, Mosby.
XIII. Types of Mental Diseases (3 hrs.)	A. Organic and Toxic conditions B. Mental deficiency C. Psychoneurotic disorders D. Psycophysiological disorders E. Psychotic disorders F. Personality disorders G. Transient situational personality disorders	Practical Nursing, Rapier. Textbook of Basic Nursing, Thompson and Murphy. The Nursing of the Elderly Sick, Rudd.
XIV. Types of Therapy (2 hrs.)	A. Adjunctive therapy B. Hydro-therapy C. Shock therapy D. Chemotherapy E. Psycotherapy	
XV. The Aging Process (2 hrs.)	A. Basic needs in care of the elderly mental patient. B. Problems C. Care of the senile patient and other diseases D. Surgical and anesthesia risks	Review of Practical Nursing, Mosby.

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	E. Facilities for the aged 1. Convalescent homes 2. Homes for the aged 3. Hospitals	
XVI. Rehabilitation and Remotivation of the Mentally Ill Patient (1 hr.)	A. Introduction 1. Facilities available for all patients 2. Rehabilitation team B. Levels of convalescence or return to community 1. Participation in simple activities on ward 2. Participation in activities in adjunctive therapy department 3. Participation in recreation under supervision. 4. Extended privileges such as home visits 5. Ground parole 6. Outside parole 7. Discharge C. Counseling and follow-up	
XVII. Therapy and the Nurse (2 hrs.)	A. Somatic Therapy B. The Process of Therapeutic Nurse-patient C. Individual Nurse-patient relationship	Introduction to Psychiatric Nursing, Kalkman, Marion E.

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	D. Group Psychotherapy E. Family Therapy F. Introduction to child psychology G. Community Mental Health	A Journal of the American Psychiatric Association. Hospital and Community Psychiatry, Vol. 19, No. 9, September 1968.
XVIII. Test (1 hr.)		

STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
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205 CORDELL HULL BUILDING
NASHVILLE 37219

Clinical Nursing

I. Length of Course: To be determined by instructor.

Clinical experience: The required clinical experience is as follows:

A. Medical Nursing	8 weeks
B. Surgical Nursing	8 weeks
C. Pediatric Nursing	4 weeks
D. Obstetric Nursing	6 weeks

II. Methods of Teaching
- A. Discussion
- B. Student participation
- C. Demonstration--return demonstration
- D. Nursing care plans
- E. See II. General Methods of Teaching

III. Bibliography
- A. See other course outlines.

IV. Teaching Aids
- A. Patient charts
- B. Torso and Models
- C. Actual equipment

V. Student Assignment
- A. Orientation to ward
  - 1. There should have been orientation to the ward at the time the student made initial visit to the hospital. This will include:

- a. Hospital standards and policies
- b. Floor routine
    - 1. Assignment sheets
    - 2. Showing responsibility
    - 3. Extra duties
    - 4. Reporting

2. The student assignment should be made by the instructor in cooperation with the nurse in charge. The assignment should be made according to the length of time the student has been in the clinical area. A less complex nursing situation should be assigned the young student. As the student progresses the assignment will become more complex. The clinical assignment should follow classwork as closely as is possible.

The instructor is responsible for seeing that the student is assigned patients with a variety of disease conditions.

COURSE OUTLINE
CLINICAL NURSING

UNIT: Medical Nursing 25 hours--Surgical Nursing 25 hours

OBJECTIVE: To introduce the more complex disease conditions and to correlate manifestations, physicians' orders, and nursing care.

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
I. Introduction	A. Signs and Symptoms	Select a patient with a condition representing each system and as many disease conditions as thought necessary and plan nursing care
	1. Subjective	
	a. Pain	
	b. Emotional	
	c. Weakness	
	d. Dizziness	
	e. Malaise	
	2. Objective	
	a. Skin	
	1. Color	Multiple Assignments
	pallor	
	jaundice	
	redness	
	cyanatic	
	2. Other conditions	Case studies
	rash	
	urticaria	
	b. Respiratory abnormalities	
	c. Coughing	
	d. Gait, movements	
	e. Edema	
	f. Nausea and vomiting	
	g. Fever, chills	
	h. Body discharges	
	vaginal secretions	
	stools	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	urine perspiration discharge--eye, nose sputum i. Orientation to time, place, things j. Restlessness k. Loss of function l. Loss and gain weight m. Loss of appetite n. Indigestion o. Hemorrhage	
	B. When to Observe 1. On admission	Nursing Care Plan
	2. During nursing procedures	Case Studies
	3. During any contact or communication C. How to Observe 1. Have a plan D. How to Record and Report	
II. General Methods of Teaching	A. Lecture by instructor, doctor, public health nurse, physiotherapist, dietition and other specialists B. Demonstration C. Student Participation 1. Research and study of text and available references especially current articles in nursing periodicals	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	2. Making brief nursing care outlines for common diseased conditions	
	3. Role-playing	
	4. Discussion	
	5. Return demonstration	
	6. Testing	
	7. Programmed instruction	
	D. Use of audio visual aids as available	
	1. Charts or chalk board	
	2. Pictures shown with opaque projector	
	3. Films and film strips, slides	
	4. Models--torso, eye, ear, heart, etc.	
	5. Overhead projector and transparencies	
	6. Bulletin board	
	7. Tape recorder	
	E. Field Trips with oral or written reports	
	F. Review and study of patients in current hospital situations	
	G. Clinical Teaching	
	1. Assignments	
	2. Multiple assignments	
	3. Case studies	
	4. Field trips	
	5. Conference	
	6. Observation	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
I. Musculoskeletal System	A. Review of Anatomy	
	B. Diagnostic Procedures	
	1. Physical examination	
A. Signs and Symptoms	2. Laboratory work	
	C. Disease Conditions	
	1. Congenital deformities	
	2. Infections	
	3. Traumatic	
	4. Deficiency	
	5. Tumors	
	6. Arthritis	
	7. Muscular dystrophy	
	D. Medical Plan	
	1. Medications	
	2. Treatments	
	3. Operative procedures	
	4. Nutrition	
	E. Nursing Care	
	1. Emotional aspects	Braces, prosthesis
	2. Ambulations	Footboards, traction
	3. Care of casts and special equipment	Bed cradles, bedboards
	4. Special skin care	Sheep skins, Stryka Frame
	5. Body alignment and range of motion	Foster Frame
	6. Teaching patient	
	a. Use of walker	
	b. Use of crutches	
	c. Exercise as directed	
	d. Self-help	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
II. The Respiratory System	A. Review of Anatomy	
A. Signs and Symptoms	B. Diagnostic Procedures	
1. Cough	1. Bronchoscopy	
2. Wheezing	2. Laryngoscopy	
3. Dysphea	3. Sputum examination	
4. Cyanosis	4. Chest X-ray	
5. Expectoration	5. Gastric washings	
6. Chest pain	6. Skin tests	
7. Hemoptysis	C. Disease Conditions	
8. Hemorrhage	1. Non-infectious diseases	
9. Epistaxis	2. Infectious diseases	
	3. Obstructions	
	4. Tumors	
	5. Traumatic conditions	
	6. Congenital defects	
	D. Medical Plan	
	1. Medications	
	2. Treatment	
	3. Operative procedures	
	4. Nutrition	
	E. Nursing Care	Isolation set-up
	1. Emotional aspects	Specimen Collection
	2. Care of sputum	Tracheotomy tray and related procedures
	3. Cleanliness	
	4. Isolation	
	5. Postural drainage	
	6. Suctioning	
	7. Oxygen therapy	
	8. Tracheotomy care	Film "Breath of Life"
	9. Inhalations	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	10. Aerosol therapy	
	11. Respirator and resuscitator	
	F. Rehabilitation	
III. Circulatory System	A. Review of Anatomy	
	B. Diagnostic Procedures	
A. Signs and Symptoms	1. Blood pressure determination	
1. Edema	2. X-ray	
2. Pain	3. E.K.G.	
3. Dyspnea	4. Blood examinations	
4. Hypertension	C. Diseased Conditions	
5. Hypotension	1. Congenital deformities	
6. Tachycardia	2. Congestive heart failure	
7. Bradycardia	3. Rheumatic fever	
8. Coughing	4. Arteriosclerosis	
9. Nausea and vomiting	5. Blood dyscrasias	
	6. Varicose veins	
10. Color	(This also would include cerebro-vascular accidents, angina pectoris, thrombophlebitis and coronary heart disease)	
	D. Medical Plan	
	1. Medications	
	2. Treatments	
	3. Operative procedures	Film on heart surgery, open heart transplant, etc.
	4. Nutrition	
	E. Nursing Care	
	1. Rest	
	2. Activity	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	3. Weight	
	4. Emotional aspects	
	5. Care of skin	
	F. Nutrition and Diet Therapy	
	G. Teaching the Patient	
	H. Diversional Therapy	Occupational Therapist
	I. Rehabilitation	
IV. Gastroenteric System	A. Review of Anatomy	
	B. Diagnostic Procedures	Trays and equipment used in tests
A. Signs and Symptoms	1. G.I. and G.B. Series	
1. Difficulty swallowing	2. Test meals	
	3. Signoidoscopy	
2. loss of appetite	4. Gastric analysis	
3. Nausea and vomiting	5. Laboratory tests	
	C. Disease Conditions	
4. Hematemesis	1. Inflammatory diseases	
5. Pain	2. Tumors	
6. Diarrhea	3. Ulcerative conditions	
7. Constipation	4. Obstruction	
8. Abnormal stools	5. Hernias	
9. Indigestion	6. Congenital abnormalities	
10. Jaundice	7. Functional disorders	
	8. Peritonitis	
	9. Varicosities	
	10. Constipation	
	D. Medical Plan	
	1. Medications	
	2. Treatment	
	3. Operative Procedures	
	4. Nutrition	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	E. Nursing Care	
	1. Emotional aspects	Equipment and related procedures
	2. Preparation for tests	
	3. Dietary regimes	
	4. Medications	Student assignments
	5. Suction siphonage	
	6. Colostomy and gastrostomy care	
	7. Tube feeding	
	8. Teaching patient	
	F. Rehabilitation	
	G. Complications	
	1. Perforations	
	2. Hemorrhage	
	3. Obstruction	
	4. Peritonitis	
V. Urinary System	A. Review of Anatomy	
	B. Diagnostic Procedures	
A. Signs and Symptoms	1. X-ray	
1. Polyuria	2. Pyelogram I.V.	
2. Anuria	3. Cystoscopic	
3. Oliguria	4. PSP	
4. Edema	5. Urea clearance	
5. Headaches	6. Non-protein nitrogen	
6. Visual disturbances	7. Cultures	
	8. Bilirubin	
7. Abnormal Constituents of hematuria, pyuria	9. KUB	
	C. Diseased Conditions	
	1. Non-infectious disease	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
8. High blood pressure	2. Infections	
	3. Tumors	
9. Pain	4. Traumatic injuries	
10. Frequent urination	5. Obstruction and renal failure	
	6. Congenital anomalies	
	D. Medical Plan	
	1. Medications	
	2. Treatments	
	3. Operative procedures	
	4. Nutrition	
	E. Nursing Care	
	1. Maintaining fluid or electrodyte balance as necessary by aides.	Visit to laboratory Explanation of laboratory reports
	2. Intake and output	Assignments
	3. Strain urine	
	4. Collection of specimen	
	5. Care of skin	
	6. Catheterization	Bladder drainage set-up and equipment relative to procedures
	7. Insertion of Foley	
	8. Bladder irrigations	
	9. Dressings	
VI. Nervous System	A. Review of Anatomy	
	B. Diagnostic Procedures	Lumbar puncture tray and equipment related to tests
A. Signs and Symptoms	1. Neurological examination	
1. Abnormal gait	2. EEG	
2. Headaches	3. Myelogram	
3. Apnasia	4. Encephalogram	
4. Loss of sensation, taste and memory	5. Laboratory examination	
	C. Diseased Conditions	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
5. Tinnitus	D. Medical Plan	Assignment and related equipment
6. Hemiplegia	1. Medications	
7. Paraplegia	2. Treatment	
8. Monoplegia	3. Operative procedures	
9. Quadriplegia	4. Nutrition	
10. Pain	E. Nursing Care	
	1. Emotional	
	2. Skin care	
	3. Prevention of decubital and contractures	
	4. Administration of medicine	
	5. Incontinence	
	6. Teaching patient	
	F. Rehabilitation	Specialists in related field
	1. Therapy	
	2. Diversional	
	3. Occupational	
	4. Physical	
VII. The Reproductive System	A. Review of Anatomy	Related equipment and procedures
	B. Diagnostic Procedures	
	1. Pelvic exam	
A. Signs and Symptoms	2. Biopsy	Case Studies
1. Bleeding	3. Vaginal smears and cultures	
2. Discharge	4. Dilation and currettage	Nursing care plans
3. Lower Abdominal Pain	5. Pap smears	
	6. Prostatic smear	Sample charting with simulated situations
	C. Disease Conditions	
4. Pruritus	1. Infections	
5. Chills and Fever	2. Tumors	Assignment of patient care

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
6. Dysuria	3. Menstrual disorders	
7. Frequency of urination	4. Displacements	
	5. Breast diseases and disorders	
	6. Congenital malformations	
	D. Medical Plan	
	1. Treatments	
	2. Medication	
	3. Operative procedures	
	4. Nutrition	
	E. Nursing Care	
	1. Cleanliness	
	2. Catheterization	
	3. Perineal care	
	4. Self-care	
	5. Emotional aspects	
	6. Medications	
	7. Vaginal irrigations	
	8. Sitz baths	
	9. Catheter irrigations	
	10. Intake and output	
	11. Dressings	Related Procedures
VIII. Endocrine System Metabolic Disorders	A. Review of Anatomy	Charts--Textbook
	B. Diagnostic Procedures	
	1. Blood examination	
A. Signs and Symptoms	2. Urine examination	
1. Hyperglycemia	3. BMR	
2. Glycosuria	4. PBI	
3. Polyuria	5. Radio active uptake	
4. Polydipsia	C. Diseased Condition	

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Instructional Units	Content to be Taught	Resource Materials and Management Procedures
5. Polyphagia	1. Hypo and Hyper function of organs	
6. Nervousness		
7. Restlessness	D. Medical Plan	
8. Exophthalmia	1. Medications	
9. Pruritis	2. Treatments	
10. Xwrophthalmia	3. Operative procedures	
	4. Nutrition	
	E. Nursing Care	
	1. Controlling diet	
	2. Activity	
	3. Skin care	
	a. Feet	
	b. Nails	
	4. Emotional aspect	
	5. Teaching the patient	Assignment
	a. Shock	
	b. Coma	Related equipment
	c. Administration of insulin	
	d. Testing urine	Special equipment and educational material for patient teaching
	e. Preparation of diet	
	F. Rehabilitation	
IX. Special Senses	A. Review of Anatomy	
	B. Diagnostic Procedures	Related equipment
A. Signs and Symptoms	1. Refractory tests	
1. Loss of balance and coordination	2. Hearing tests	Special equipment for patient teaching
	3. Neurological tests	
2. Visual disturbances	4. Test for glaucoma	
	5. General physical	
3. Loss of touch and feeling	C. Diseased Conditions	

Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	1. Congenital deformities	
	2. Infections	
	3. Non-infections	
	4. Traumatic	
	5. Tumors	
	6. Deficiencies	
	D. Medical Plan	
	1. Medical	
	2. Treatment	
	3. Operation procedures	
	4. Nutrition	
	E. Nursing Care	
	1. Dressings	
	2. Irrigations	
	3. Administration of medicine	
	4. Emotional aspects	
	F. Rehabilitation	
X. Skin Diseases and Allergy	A. Review of Anatomy	
	B. Diagnostic Procedures	
	1. Allergy tests	
	2. Laboratory tests	
	C. Disease conditions	
	1. Allergic disorders	
	2. Infections	
	a. Bacterial	
	b. Fungal	
	c. Viral	
	3. Dermatitis	
	4. Tumors and lesions	

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Instructional Units	Content to be Taught	Resource Materials and Management Procedures
	5. Infestations	
	6. Deficiency diseases	
	7. Burns	
	D. Medical Plan	
	1. Treatments	
	2. Medication	
	3. Special skin care	
	4. Operative procedures	
	5. Nutrition	
	E. Nursing Care	
	1. Care of skin	
	2. Special baths	Special bath equipment and related procedures
	3. Cleanliness	
	4. Administration of medications	
	5. Body alignment	
	6. Intake and Output	
	7. Emotional aspects	
	8. Dressings	
	F. Rehabilitation	Physiotherapy equipment and Resource people
	G. Complications	
	1. Infections	
	2. Special complications of burned patient	
	3. Disfiguration and deformities	